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A DESCRIPTIVE STUDY OF MILITARY POLICE OFFICER GRADUATES OF
THE MASTER OF ARTS PROGRAM OF SAM HOUSTON STATE UNIVERSITY

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A Thesis

Presented to

The Faculty of the College of Criminal Justice
Sam Houston State University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

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by

Peter J. Grande

December 7, 1991

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Final Report

A DESCRIPTIVE STUDY OF MILITARY POLICE OFFICER GRADUATES OF
THE MASTER OF ARTS PROGRAM OF SAM HOUSTON STATE UNIVERSITY

by

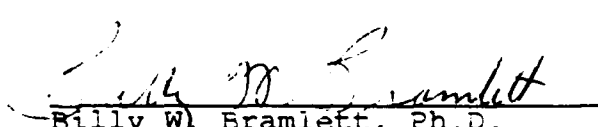
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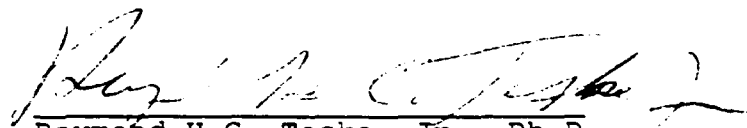
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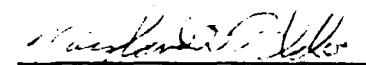
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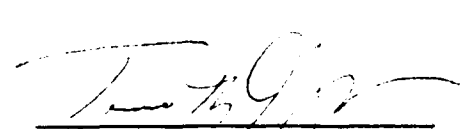
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ABSTRACT

Grande, Peter J., A Descriptive Study of Military Police Officer Graduates of the Master of Arts Program of Sam Houston State University. Master of Arts (College of Criminal Justice), December 7, 1991, Sam Houston State University, Huntsville, Texas

Purpose

The objectives of this study are: (1) to inquire about the military police officers' perceptions of the master of arts program of the College of Criminal Justice, formerly the Institute of Contemporary Corrections and the Behavioral Sciences, Sam Houston State University; (2) to inquire into the adequacy of preparation for administrative positions in the Army Correctional System and for employment upon separation from the Army; (3) to obtain demographic data about military police officers selected to participate in the Army Fully Funded Advanced Civil Schooling Program; (4) to gather user feedback in order to influence Army educational policy-makers and college curriculum planners and researchers; and (5) to assist the Criminal Justice Alumni Association with locating alumni and updating their biographical data.

Methods

The methods used in this study were: (1) review of historical literature on the topic; (2) interviews with Faculty of Sam Houston State University and Educational Specialists of the Department of the Army; (3) correspondence with several Department of Defense Agencies (4) a self-administered, mailed questionnaire to 71 of the 79 military police graduates; (5) a computer analysis of the questionnaire

responses using Statistical Package for the Social Sciences (SPSSx); and (6) the display of respondent information in appropriate tables. Three questionnaires (4.2%) were returned as undeliverable. Thus, out of 68 deliverable questionnaires, 56 were completed and returned. This represented an excellent usable return percentage of 82.3 percent.

Findings

Some of the more salient implications derived from this study were:

1. A majority of the respondents (67.3%) were satisfied with and would again choose the same area of specialization.

2. An overwhelming majority of respondents (98.2%) were "satisfied" or "thoroughly satisfied" with the curriculum and instruction of the Master of Arts program.

3. A majority of respondents (85.2%) "agreed" or "strongly agreed" with the comprehensive examination as a good way of testing and making them organized their thoughts to the overall Master of Arts experience.

4. Sixty-seven and nine tenths percent of the respondents felt the Master of Arts degree did enable them to progress more rapidly in their military career.

5. Of the forty-seven respondents that earned a Criminology and Corrections degree, only 19.6% continued to work in either juvenile or adult corrections upon completion of a military career.

6. Overwhelmingly, the respondents (90.7%) felt the Master of Arts program has enhanced their career opportunities.

7. The respondents were predominately, white males, thirty to thirty-three years of age and holding the military rank of Captain or Major. Most had over eight years of military service and the majority participated in the Criminology and Corrections area of specialization.

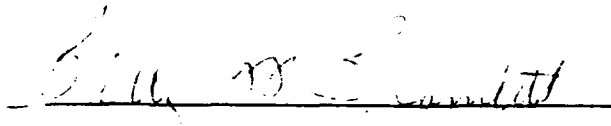
8. Only 31.4% of the respondents indicated they continued their civilian education since obtaining their Master of Arts degree. One graduate returned to Sam Houston State University and earned a Ph.D in Criminal Justice.

9. Upon graduation, the Army assigned 92.9% of the respondents to an utilization duty position required by the Army Educational Requirements Board (AERB).

10. Only 14.5% of the respondents were selected throughout their career to a subsequent AERB utilization position.

11. A majority of the respondents (60.7%) "agreed" or "strongly agreed" that the Army utilized the specialized education gained in the Master of Arts program to its maximum potential.

12. New Addresses or updated addresses were provided to the Criminal Justice Alumni Association for 92.6% of the individuals in this study's sample.

A handwritten signature in cursive script, reading "Billy W. Bramlett", is written over a horizontal line.

Billy W. Bramlett, Ph.D.

Supervising Professor

ACKNOWLEDGEMENTS

I am thankful to my employer, the United States Army Military Police Corps for providing the opportunity to attend graduate school. I am sincerely grateful to the members of my committee, Dr. Raymond H.C. Teske, Dr. Wayland D. Pilcher, and most specifically to my committee chairman, Dr. Billy W. Bramlett.

I owe a special thanks to Dr. George J. Beto for inspiring this thesis topic and for mentoring this student on his philosophy of corrections, education, and life. To Dr. George Killinger for his keen insight into the history of the military police officers' attendance at Sam Houston State University. To Carole Allen, Coordinator of the Criminal Justice Alumni Association and Allan Hensley, Criminal Justice Alumni Board of Directors for their untiring efforts in assisting and locating military police officer graduates.

I am deeply indebted to Patricia S. Pond, Chief of the Analysis and Presentation Branch, United States Army Military Police School in preparing me for graduate level work. The long hours of researching, writing, and editing endless manuscripts of Military Police Field Manuals, provided a solid foundation to build on.

I am thankful to my sons, Philip Michael and Eric Paul, for their understanding of the concepts "quiet hours" and "go play outside". And above all, the author wishes to thank his

patient wife, Fely, for her selfless devotion and untiring energy in typing this manuscript, taking college courses, working part-time, and being a full time "Mom".

CHAPTER I

INTRODUCTION

Introduction to the Problem

In 1967, the President's Commission on Law Enforcement and Administration of Justice produced a report, "The Challenge of Crime in a Free Society." The report was in response to the nation's crime problem and the general public's ignorance about crime and the criminal justice system. The President's Commission (1967) recommended seven objectives for reducing crime. One of the objectives was to attract personnel with higher levels of knowledge, expertise, initiative, and integrity to be law enforcement officials, judges, prosecutors, defense attorneys, and correctional authorities.

Later that year, The President's Commission released a series of reports on specific areas in the criminal justice system. In the Task Force Report: Corrections (1967), recruitment and training problems such as low wages, long hours, and lack of effective interface with colleges and universities were identified. The report found that in order to improve conditions within correctional institutions, the administrative personnel managing correctional systems must initiate new changes.

Correctional managers need more training in public administration. They need to know more about the nature of formal organizations, the dynamics of administrative decision-making, the principles of personnel management, and the use of strategic information and research findings in order to

effect organizational change (Task Force Report, 1967, p. 98).

A Joint Commission on Correctional Manpower and Training (1969) conducted a study on the practical and theoretical skills needed for a successful performance as a correctional leader. The report discussed the roles of correctional administrators and the styles of management. One of its conclusions was that correctional managers of the future will have to comprehend the theories applicable to social problems needing intervention and the kinds of social intervention required. With this knowledge administrators could create conditions of fairness and objectivity within their institutions required for handling the diversity of offenders (Joint Commission, 1969).

These changes were not only needed in civilian correctional systems but were also characteristic of the Army Confinement System. In 1969, there were 7,016 military prisoners in stockades in the Continental United States (CONUS) and overseas (Youngs, 1983). During the latter part of the 1960's, military corrections was under public pressure and criticism by members of Congress, private citizens and the media for allegations of inadequacies and mistreatment of prisoners in Army stockades. The rioting in the Long Binh Stockade in Vietnam, the Fort Dix Stockade, and the shooting incident at the Presidio of San Francisco Stockade fueled future protests and unrest at other Army stockades (Wagner, 1987).

... at the Army Presidio Stockade in San Francisco, Private Richard Bunche attempted to escape and was shot and killed. Following that event, twenty-seven prisoners sat in the stockade yard, sang freedom songs, were arrested, and were charged and convicted of mutiny (Brodsky, 1970:7).

In April 1969, the Under Secretary of the Army reported that a comprehensive and professional survey of the Army's confinement system was needed. He appointed a Special Civilian Committee of nationally prominent civilian penologists and criminologists to conduct a comprehensive analysis and evaluation of the management, operation and adequacy of its confinement facilities. The committee consisted of: Austin H. MacCormick, James V. Bennett, Richard A. McGee, Lawrence W. Pierce, Sanger B. Powers, and E. Preston Sharp. Each of these committee members also served as either a consultant or an adviser to the Corrections' Task Force Report.

Members of the committee visited the United States Disciplinary Barracks, the Correctional Training Facility, and seventeen installation detention facilities (stockades) both in the United States and overseas. They presented their findings to the Under Secretary of the Army in the Report of the Special Civilian Committee for the Study of the United States Army Confinement System. The report identified a lack of maturity, experience, and training in the upper echelon of stockade personnel. Some stockade commanders and/or correctional officers were too young and inexperienced in confinement or corrections. They had little or no formal

training and education in the administration of a stockade and were even less knowledgeable in providing a rehabilitation program for Army prisoners (Report of Special, 1969).

The Army reacted in a positive manner to the Committee's recommendation for a more educated correctional administrator. The Army placed more emphasis on selecting and sending military police officers to universities for advanced degrees in corrections.

Importance of the Study

The United States Army Military Police Corps has been sending officers to Sam Houston State University to earn master of arts degrees in criminal justice related areas of specialization, especially corrections, since 1969. The goal was to educate military police officers and to place them in administrative positions of increasing responsibility within the Army's Correctional System and law enforcement areas. The Army decided to educate military police officers in the corrections field because of a perception that those assigned this specialty lacked the knowledge and training to develop and execute programs directed toward actual rehabilitation of military offenders (G.G. Kapral, personal communication, 17 October, 1991). This study will provide Department of the Army officials with data to assist in evaluating the effectiveness and efficiency of the policy. It will also aid the faculty of the College of Criminal Justice by providing

data on the Master of Arts program curriculum and level of instruction. This research has been funded by the Department of the Army Advanced Civil Schooling Program and a copy of the research will be filed in the Defense Technical Information Center.

Purpose of the Study

The purpose of this study is to describe the military police officer graduates of the master of arts program of Sam Houston State University. The objectives of this study are:

1. To inquire about the military police officers' perceptions of the master of arts program of the College of Criminal Justice, formerly the Institute of Contemporary Corrections and the Behavioral Sciences.

2. To inquire into the adequacy of preparation for administrative positions in the Army Correctional System and for employment upon separation from the Army.

3. To obtain demographic data about military police officers selected to participate in the Army Civil Schooling Program.

4. To gather user feedback in order to influence Army educational policy-makers, Army personnel managers, and college curriculum planners and researchers.

5. To assist the Criminal Justice Alumni Association with locating alumni and updating their biographical data.

To accomplish the above stated objectives, a survey of the military police officer graduates was conducted to determine the impact and the relevancy of master of arts program experience. A survey of military police graduates has never been conducted by either the Army or Sam Houston State University (SHSU) to adequately assess the quality of education the officers received at SHSU and its impact on the officer's career. Data outlining graduate's perceptions of the Master of Arts program, career progression, utilization assignments, and personal satisfaction were solicited from a sample of the graduate population.

CHAPTER II

REVIEW OF THE LITERATURE

In 1962, Dr. George Beto, then Director of the Texas Department of Corrections, and David Crews, a local legislator had a conversation that has since had a profound impact on the training of criminal justice practitioners in the state of Texas. They were concerned about the lack of cooperation between the prison system and SHSU. Their discussion included the research potential, the large number of prison personnel in need of additional education, and the possibility of college courses for prisoners. These suggestions were expressed to university administrators, but fell largely on deaf ears (Beto, 1990).

At the recommendation of Dr. Beto, Representative Crews introduced and secured passage in the Texas Legislature the following resolution:

HOUSE SIMPLE RESOLUTION No. 469

Enacted by the 58th Legislature - May 17, 1963

WHEREAS, Sam Houston State College and the headquarters of the Texas Department of Corrections are located in Huntsville, Texas; and

WHEREAS, The proximity of these institutions appears to place Sam Houston College in a uniquely favorable position to utilize the resources of the Texas Department of Corrections in developing an outstanding program of training and study in the exploration of crime as a social phenomenon, rehabilitation of criminals, and related subjects; and

WHEREAS, The development of such a program would be of great benefit to the people of this state and nation; now, therefore, be it

RESOLVED, by the House of Representatives of the State of Texas, That the administrative staffs of these institutions be

directed to explore cooperatively the feasibility of developing a continuing program of statistical research, training and study in criminology, penology, juvenile delinquency and related fields, and in particular to explore the feasibility of instituting a broad program to include:

(1) training for graduate and undergraduate students interested in preparing for careers in the various correctional areas of crime and control and in correctional administration;

(2) workshops and training institutes for the continued professional training of those already employed in specialized correctional programs and in the management of correctional institutions.

(3) consultation and technical assistance to correctional agencies in program development, personnel training, and institutional management;

(5) promotion of research, demonstration projects, and surveys of pertinent problems in the fields of delinquency, crime, and corrections; and, be it further

RESOLVED, That this initial survey be conducted without the appropriation of additional funds for that purpose; and, be it further

RESOLVED, That the administrative staffs of these institutions be directed to submit a report on this matter to the 59th Legislature of the State of Texas no later than one week after that Legislature formally convenes (House Journal, 1963).

The Institute of Contemporary Corrections and the
Behavioral Sciences

In February 1964, SHSU accepted the resolution and Professor George Killinger was recruited from Florida State University to develop and direct the program. Dr. Killinger came to Sam Houston State with significant experience in criminology and corrections. He transformed the existing

Sociology Department into The Institute of Contemporary Corrections and the Behavioral Sciences and soon afterwards offered Master of Arts degrees in Criminology and Corrections, Police Science and Administration, and Social Rehabilitation and Social Service (Sam Houston State, 1970).

The Institute's programs were designed to train graduate students, based on a multi-disciplinary study of the behavioral sciences as they applied to various areas of crime control, correctional and police administration, police science, and social rehabilitation (Sam Houston State, 1970). Practitioners also enrolled in the Institute and were financially assisted under the Omnibus Crime Control and Safe Streets Act of 1968 and the Juvenile Delinquency Act. This exposure to practitioners in class, coupled with a curricula in all areas of the correctional continuum, assisted students in planning a career in the correctional field.

According to Professor Killinger (personal communication, April 3, 1991) he developed a specialized masters degree program for the education of military police officers responsible for administering military correctional facilities. He had considerable knowledge of military corrections from his tenure as the Chairman of the Army Clemency and Parole Board and from teaching military police officers at Florida State University. He then persuaded Army corrections officials to endorse his program and reroute officers to the Institute from other universities.

In 1969, the Army started sending military police officers to Sam Houston State University to participate in the Master of Arts program in Criminology and Corrections. Seven of the initial nine officers that graduated in 1970 were sent to command Army stockades.

According to military corrections officials, the Army has shown a preference for SHSU primarily because it was one of the few schools available in the 1970's that offered an advanced degree in corrections. Over the years, the Army has been pleased with the quality of education that military police officers have received from the Institute. Seventy-six military police officers were sent to the Institute during the 1970's, with a peak of fourteen in 1974.

Criminal Justice Center

In February 1977, the Honorable Dolph Briscoe, Governor of the State of Texas dedicated the Criminal Justice Center at Sam Houston State University. It was the culmination of over five years of planning and hard work. The Center was built on land donated by the Houston Endowment and built by convicts in the Texas prison system.

All the building crafts were there - steel workers, brick masons, carpenters, electricians, plumbers, painters and the rest. They were union and non-union, some masters at their trade and others apprentices. They all wore the same clothes, sturdy white shirts and slacks and brown high-topped shoes. All were felons, each of the hundreds of workers an inmate of the Texas Department of Corrections (TDC). For five years they labored on one building. Some days there were

as many as 250 on the job. They built a three-story brick and steel structure of 195,00 square feet (Wortham, 1976, p. 1).

The primary force behind the building of the Criminal Justice Center was Dr Beto, the former director of TDC and Professor Emeritus at SHSU. He estimated a savings of over ten million dollars by using prison labor instead of a commercial constructor. In 1991, in recognition of his contribution, the Board of Regents of the Texas State University System approved the Center to be renamed the "George J. Beto Criminal Justice Center."

The Criminal Justice Center is one of the largest criminal justice education and training facilities in the world. It houses the Institute of Criminal Justice and the College of Criminal Justice, formerly the Institute of Contemporary Corrections and the Behavioral Sciences.

The College of Criminal Justice offers a Bachelor of Science degree in Criminal Justice and a Bachelor of Arts degree in Criminal Justice and Social Work justice. At the doctorate level, it is one of thirteen universities in North America that offers a Ph.D in Criminal Justice (Flanagan, 1990). The Master of Arts programs have significantly changed over the past twenty-five years. The Center now offers a Master of Science in Criminal Justice Management. However, the Master of Arts programs in Criminology and Corrections, Police Science and Administration, and Social Rehabilitation and Social service have been deleted. Instead, the Master of

Arts program offers only a degree in Criminal Justice and Criminology. The changes reflect the greater marketability of the generalists as opposed to the specialized criminal justice professional (Sam Houston State, 1986).

The Institute of Criminal Justice manages an extensive continuing education program, consisting of a Police Academy, a Probation Academy, a Correctional Training Academy, a College for New Judges, and a certification program for the Texas Association for Court Administration. These professional programs provide practitioners a forum to keep abreast of current criminal justice trends and issues (Sam Houston State, 1991).

The Army's Advanced Civil Schooling Program

The objective of the Army's Advanced Civil Schooling Program is two fold: (1) it is designed to meet Army requirements for advanced education; (2) it provides selected officers the opportunity to satisfy their own educational aspirations (Headquarters, 1990). There are three main types of advanced civil schooling: (1) training with industry; (2) degree completion; and (3) fully funded officer education. The fully funded advanced civil schooling program will be discussed in more detail because it is the type of schooling use by the population of this study.

The fully funded advanced civil schooling program is designed to satisfy Army requirements for graduate education.

Organizational requirements are identified, requested, and validated, resulting in a graduate education plan to satisfy those requirements. The graduate education plan is designed to develop an inventory of officers with the requisite education credentials to satisfy Army Educational Requirements Board (AERB) requirements in a branch or functional area Army-wide and not to fill a specific position. Therefore, advanced degree educated officers are assigned to any vacant validated (AERB) position for which they are qualified.

The AERB reviews requests by specialty branches (such as military police) for identifying, validating, and filling positions where advanced civilian schooling is essential for optimum performance of duties for commissioned officer personnel with advanced degrees (Headquarters, 1986).

Graduate education at the grade of Captain and Major provide the officer the necessary skills to meet specific position requirements. These requirements are generally narrow in scope and deep in technical application. This scope tends to broaden as one advances to a higher rank and increased time in service. Upon obtaining the rank of Colonel and General, the officer's professional development has been complemented by an advanced degree education, functional and professional military schooling, and a vast degree of military experience (Headquarters, 1990).

Selection to advanced civil schooling in the Military Police Corps is extremely competitive and requires officers to

have: (1) a successful company-level command, (2) graduated from an officer advanced course, (3) served at least three years as a military police officer, and (4) demonstrated clearly outstanding military and academic performance (Headquarters, 1985b). Military police officers who participate in fully funded graduate level schooling study in specific, directed academic disciplines.

In fiscal year 1989, seven military police officers were selected to attend fully funded advanced civil schooling. The academic disciplines were: (1) journalism, (2) criminology, (3) forensic science, (4) computer science, (5) comptrollership, and (6) operations research/systems analysis (Staff, 1989).

Military police officers who attend advanced civilian schooling for twenty-six weeks or more are required to serve an initial utilization tour in the positions validated for graduate education. This utilization will be for thirty-six months and will normally occur immediately following such schooling but no later than the second tour. Positions normally validated as initial AERB utilization positions in Army Corrections are: (1) Company Commanders, United States Army Correctional Brigade (USACB), Fort Riley, Kansas; (2) Assistant Confinement Officer, United States Army Confinement Facility in Mannheim, Germany; (3) Commander, United States Army Confinement Facility in Camp Humphreys, Korea; (4) Commander, Installation Detention Facility, Fort Knox,

Kentucky ; and (5) Company Commander, Local Parole Unit, United States Disciplinary Barracks (USDB), Fort Leavenworth, Kansas (Grande, 1990).

Military police officers with advanced civilian education degrees will serve in as many subsequent AERB utilization assignments as Army requirements and professional development considerations will permit. Subsequent utilization assignments will occur primarily at the Lieutenant Colonel and Colonel level and will be in AERB validated positions.

These subsequent AERB utilization positions in Army Corrections are: (1) Commander, USACB, Fort Riley; (2) Battalion Commander, USACB, Fort Riley; (3) Commandant, USDB, Fort Leavenworth; (4) Commander, United States Army Confinement Facility in Mannheim, Germany; and (5) Corrections Staff Officer, Headquarters Training and Doctrine Command, Fort Monroe, Virginia (Grande, 1990).

The Army assumes the financial responsibility directly for officers attending fully funded advanced civil school. university. Officer students are also reimbursed for expenses related to training costs. Each fiscal year, an officer can be reimbursed up to \$600 for expenses. Some of the authorized expenses are: (1) textbooks and reference books; (2) expendable school supplies; (3) typing, reproduction, binding, and other fees related to preparation of research papers; and (4) Graduate Record Examination fees and transcripts fees. Additionally, for a Master of Arts program requiring a thesis,

an extra reimbursement of up to \$200 is authorized
(Headquarters, 1985b).

CHAPTER III

METHODOLOGY

The methods used in this study were: (1) a literature review, to provide an overview of the Army's need for military police officers with an advanced civilian degree in criminal justice, the Army's Advanced Civil Schooling Program, and the College of Criminal Justice's Master of Arts Programs; and (2) an attitudinal study of the military police graduates was conducted to solicit their sentiment on the Master of Arts program at SHSU, the Army's utilization of their newly acquired specialized knowledge and their perceptions on the impact of the degree on their career.

Description of the Sample

The population (N = 79) used in this study consisted of the total number of military police officers who attended the College of Criminal Justice, formerly the Institute of Contemporary Corrections and the Behavioral Sciences, SHSU, between August, 1969 to August 1990, and were funded by the Army's Advanced Civil Schooling Program. A purposive sample (n = 71) was selected based on the availability of current addresses for the subjects of the population.

To obtain a list of the population, a manual search of the theses in the Criminal Justice Center was conducted to identify military police officers by their VITA information. Several criminal justice faculty members had maintained

contact with the military police officers over the years and were able to provide current addresses. By combining these sources, a list of nineteen military police officer graduates were identified. Since neither SHSU nor the Army maintained a list of military police officers that attended the University on the Army Advanced Civil Schooling Program, the snowball sampling procedure was conducted to locate the hard-to find individuals. A member of each graduating year group was mailed a list of all Master of Arts graduates from the College of Criminal Justice for the year he graduated and for the years before and after. They were asked to identify their peers. This procedure proved to be remarkably accurate in obtaining the population list. An extensive manual search of all the theses submitted to the library at SHSU from the College of Criminal Justice since 1965 was conducted to cross check and validate the population list.

Construction of the Questionnaire

A questionnaire (see Appendix A) was developed after consulting with Department of the Army's Educational Specialists, Military Police Personnel Managers and members of the College of Criminal Justice Faculty. The use of personal interviews and telephone interviews as data-gathering strategies were rejected because of geographic dispersion of the population and the cost necessary to conduct such strategies.

The questionnaire consisted of four sections designed to collect the following: (1) general information; (2) educational information; (3) military information; and (4) post-military career information. Several questions were constructed as open-ended responses, providing a more detailed analysis.

Research Design

To develop a current address list for the population, several agencies were contacted: The Total Army Personnel Agency, Alexandria, VA; the Army Reserve Personnel Center, Saint Louis, MO; the Military Police Regimental Association, Fort McClellan, AL; the Graduate and Alumni Offices of the College of Criminal Justice, SHSU; and the Registrar's Office of SHSU.

Since one of the objectives of this study was to assist the Criminal Justice Alumni Association with locating alumni and updating their biographical data, the author established a working relationship with the Coordinator of the Criminal Justice Alumni Association. The information on newly located alumni were provided to the association, who mailed these alumni a questionnaire, and in return verified the address list. Although this process took over eight months to complete, it proved quite reliable, for only three questionnaires were returned by the United States Postal Service as undeliverable.

The following techniques were implemented to increase the usable return percentage of the questionnaires: these included (1) developing a personalized letter with military police logo letterhead, explaining the study, and reminding the respondents of their careers as military policemen (See Appendix A); (2) offering a copy of the results of the study; (3) a guarantee of anonymity for respondents; (4) providing a self-addressed stamped envelope for returning the questionnaire; and (5) conducting mail and telephonic follow-ups to remind respondents.

On August 27, 1991 five subjects from the sample and selected criminal justice faculty members were sent a copy of the questionnaire and asked to provide constructive criticism on the format, clarity, and scope of the instrument. This pre-testing of the questionnaire was conducted to eliminate researcher bias and to provide feedback on unclear or vague questions. As a result of this process, minor changes were implemented and on September 27, 1991 forty-two questionnaires were mailed to military police officer graduates. On October 10, 1991 a second group of twenty-four questionnaires was mailed to the remaining military police officer graduates. The second mailing consisted of individuals whose addresses were initially difficult to locate and took additional time to verify. After approximately three to four weeks following the mailing dates, a follow-up letter (see Appendix B), together with another copy of the questionnaire was mailed to graduates

who had not yet responded to the initial mailout. Graduates with valid telephone numbers were contacted via the telephone instead of a second mailing.

As a result of the initial mailing and follow-up reminders, 56 of the 71 military police officer graduates responded. Only three questionnaires (4.2%) were returned by the United States Postal Service as undeliverable. Hence, out of 68 deliverable questionnaires, 56 were completed and returned. This represented an excellent usable return percentage of 82.3 percent.

Data Analysis Techniques

Questionnaire responses were compiled and coded. A command program was constructed and the data analysis was conducted using Statistical Package for the Social Sciences (SPSSx). Answers to the open-ended questions were compiled and listed. Descriptive survey tables were produced showing frequency and percentage distributions. Comparisons of selected variables are displayed in the form of frequency distributions, percentages, and means.

Limitations of Study

The limitations of this study are those factors which prejudice the use of any self-administered, mail-back variety survey. A major limitation is the non-respondent fraction and the assumption that a strong similarity exists between

respondent and non-respondent. Bias may have existed on the part of the researcher and the respondent alike. The pre-test attempted to increase the questionnaire's internal and external validity.

Misinterpretation of the questions may have caused a non-response and/or allowed non-uniformity in their responses. The researcher may have misinterpreted the open-ended answers. Significant responses to the open ended questions are included in Appendix D.

Definition of Terms

Army Education Requirements Board (AERB): An annual review of requirements for positions in the Army which the individual must possess a graduate or undergraduate degree, or training with industry experience.

Army War College: A senior Service College at the apex of the professional military training system. Prepares officers for senior command and staff positions with the Army and the Department of Defense.

Combined Arms and Services Staff School: A course designed to provide officers the ability to analyze and solve military problems and to interact as a member of a staff.

Command and General Staff College: Designed to prepare officers to think, decide, communicate, and act as general staff officers and field grade commanders.

Military Police Commander: The commanding officer (leader) of a military police organization.

Military Police Officer Advanced Course: Designed to prepare officers to command and train at the small unit level and to serve as staff officers.

Military Police Staff: An officer assigned to a specialized position designed to support the commander in planning and executing operations.

Stockade Commander or Confinement Officer: Equivalent to a warden of a small prison.

United States Army Retraining Brigade: An organization within the Army Confinement System that retrained soldiers convicted of military crimes and restored them to active duty.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

This chapter focuses on the demographics of the military police officer respondents and their views toward the master of arts program and the Army's utilization patterns for advanced civil schooling graduates.

Format of Data Findings

The data collected are presented in the four sections used in the survey instrument. In all sections, the variable measured or the question asked are restated and followed by the appropriate table.

General Information

Table 1 shows the overall characteristics of those respondents who took part in the study. At the time of enrollment at Sam Houston State, the overall sample was middle age, with 53.6% thirty to thirty-three years of age. The youngest respondent was twenty-seven years of age and the oldest was forty-one years of age. The average age of the respondents was 32.5 years. The respondents were all male. This would be expect, since the majority of officers in the Army are male and the positions in military corrections are male dominated. The racial make-up was overwhelmingly white with only 5.4% of the respondents coming from all other race

categories.

A significant finding of this study was the low number of minorities in the sample. There were no females in the population and only three black respondents were sent to SHSU to be educated as a correctional administrators while 51% of the Army's prisoners are black (Matthews, 1991).

Table 1
General Characteristics of the Sample at
Time of Enrollment

<u>Characteristics</u>	<u>Category</u>	<u>Frequency</u>	<u>Percent</u>
Age	Under 28	2	3.6
	28-29	4	7.6
	30-31	18	32.2
	32-33	12	21.4
	34-35	10	17.9
	Over 35	10	17.9
Sex	Male	56	100.0
	Female	0	0.0
Race	White	53	94.6
	Black	3	5.4
	Hispanic	0	0.0
	Asian	0	0.0
	Other	0	0.0
Total		56	100.0

Educational Information

The Military Police Corps started sending officers to Sam Houston State University in 1969, with the first officers graduating in May 1970. Table 2 displays the respondent's graduation year. The early 1970's dominated the bulk of officer attendance with 1971 (12.5%), 1972 (16.1%), and 1974 (16.1%) having the highest number of respondents. The decline in attendance started in 1975 (8.9%) and 1978 (5.4%) was the last year that more than two officers attended in the same year.

Several factors may have contributed to the decline in attendance. First, the demand for military correctional administrators diminished in the latter part of the 1970's. This was due to the combination of the military force reduction in the post-Vietnam years and the introduction of an all volunteer Army. Most of the prisoners in stockades during the 1970's were military status offenders, simply, individuals trying to get out of the military. These events significantly reduced the prisoner population in stockades and confinement facilities worldwide.

Second, was the retirement of Dr. Killinger in 1977. He was the individual who was so instrumental in getting military police officers to be assigned to SHSH. Since his retirement, only seven officers have attended SHSU, compared to seventy-two officers during his tenure. Presently, the Military Police Corps continues to send officers to advanced

Table 2
Year of Graduation

<u>Year</u>	<u>Frequency</u>	<u>Percent</u>
1970	7	12.5
1971	7	12.5
1972	9	16.1
1973	4	7.1
1974	9	16.1
1975	5	8.9
1976	4	7.1
1977	4	7.1
1978	3	5.4
1979	1	1.8
1980	0	0.0
1981	0	0.0
1982	0	0.0
1983	1	1.8
1984	0	0.0
1985	0	0.0
1986	0	0.0
1987	1	1.8
1988	0	0.0
1989	0	0.0
1990	0	0.0
Total	56	100.0

civil schooling for corrections but most officers are allowed to attend universities in their home state.

As reflected in Table 3, forty-seven (83.9%) military police officers graduated with a Criminology and Corrections degree. The other two areas of specialization, Police Science and Administration had eight (14.3%) graduates and Social Rehabilitation and Social Services had one (1.8%) graduate. It is the author's view that SHSU was the Army's first choice for a corrections degree and Michigan State was the Army's first choice for a Police Science and Administration degree. In the early 1970's, few universities offered a specific degree in the corrections field. The Army sent officers to the Correctional Administration program at American University in Washington DC, but tuition was expensive and the high cost of living for the officer students was a discriminator. Military students also attended Florida State University, but most were diverted when Dr. Killinger departed for SHSU.

Table 3
Area of Specialization

<u>Specialization</u>	<u>Frequency</u>	<u>Percent</u>
Criminology and Corrections	47	83.9
Police Science and Administration	8	14.3
Social Rehabilitation and Social Services	1	1.8
Total	56	100.0

Tables 4 and 5 illustrate an overwhelming diversity of undergraduates degree disciplines and universities attended by military police officers. The disciplines of Business (9.1%), Education (10.9%), Law Enforcement and Corrections (9.1%), Psychology (7.3%), and Sociology (19.1%) had the most frequent respondents. There were four (7.3%) respondents who received their undergraduate degrees from Sam Houston State University in the disciplines of: Agriculture, Criminology, and Sociology (2). The University of Nebraska at Omaha was one of the institutions with the second highest number of graduates with three (5.4%). The Army used this university to educate military police officers who had not obtained a Baccalaureate Degree. All three respondents from this university had a Law Enforcement and Corrections undergraduate degree.

Table 4
Undergraduate Degree

<u>Degree</u>	<u>Frequency</u>	<u>Percent</u>
Accounting	1	1.8
Advertising	1	1.8
Agriculture	2	3.6
Business	5	9.1
Biology	1	1.8

Table 4 -- Continued

<u>Degree</u>	<u>Frequency</u>	<u>Percent</u>
Chemistry	1	1.8
Criminal Justice	2	3.6
Economics	1	1.8
Education	6	10.9
Engineering	1	1.8
English	3	5.5
Finance	1	1.8
History	3	5.5
Law Enforcement - Corrections	5	9.1
Marketing	1	1.8
Music	2	3.6
Physical Education	2	3.6
Police Science & Administration	3	5.5
Political Science	3	5.5
Pre Law	1	1.8
Psychology	4	7.3
Social Science	1	1.8
Sociology	5	9.1
Total	55	100.0

* One did not respond.

Table 5
University of Undergraduate Degree

<u>University</u>	<u>Frequency</u>	<u>Percent</u>
Arkansas	1	1.8
Bishop College	1	1.8
California State - Los Angies	1	1.8
Central Michigan	1	1.8
Eastern Washington	1	1.8
Florida A & M	1	1.8
Florida State	2	3.6
Florida Southern College	1	1.8
Furman	1	1.8
Gettysburg College	1	1.8
Georgetown	1	1.8
Hampton Institute, VA	1	1.8
Iowa	1	1.8
Lehigh	2	3.6
Loyola College, MD	1	3.6
Michigan State	1	1.8
Nebraska at Omaha	3	5.5
New York	1	1.8
North Carolina State	1	1.8
North Georgia College	1	1.8
Ohio	1	1.8
Parks College, MO	1	1.8
Pennsylvania State	1	1.8

Table 5 -- Continued

<u>University</u>	<u>Frequency</u>	<u>Percent</u>
Pennsylvania Military College	1	1.8
Piedmont College	1	1.8
Pittsburg State	1	1.8
Providence College	2	3.6
Rhode Island	1	1.8
Rider College	1	1.8
Saint Anselm's College	1	1.8
Saint John's, MN	1	1.8
Sam Houston State	4	7.3
Seattle	2	3.6
Seton Hall	1	1.8
Southern Illinois	1	1.8
Temple	1	1.8
Texas - Arlington	2	3.6
Texas - Austin	3	5.5
Texas Tech	1	1.8
Wisconsin	2	3.6
Wyoming	1	1.8
Youngstown State	1	1.8
Total	55	100.0

* One did not respond.

As Table 6 indicates, 68.6% of the respondents answered "No" to the question whether they continued their civilian education since earning their Master of Arts degree. Of the sixteen respondents that did continue their civilian education; two have earned a Ph.D (one was at SHSU), two are working toward a Ph.D, four have obtained another Master's degree, six have taken additional graduate courses, one has received an Associate of Arts degree in Computer Science, and one has earned a teaching certificate in Elementary Education.

Table 6

Continuation of Civilian Education

Question 3: Have you continued your civilian education
since your MA degree?

	<u>Frequency</u>	<u>Percent</u>
No	35	68.6
Yes	16	31.4
Total	51	100.0

* Five did not respond.

A majority of the respondents (67.3%) answered they would choose the same area of specialization again if the opportunity arose. Of the fourteen respondents in Table 7, who replied "No" to the question, a Master of Business Administration and a Master of Arts in Police Science and Administration were the main alternatives. All fourteen of these respondents were graduates of the Criminology and Corrections program.

Table 7
Reselection of Area of Specialization

Question 6: If you were to begin again, would you choose the same area of specialization?

	<u>Frequency</u>	<u>Percent</u>
Yes	37	67.3
Don't Know	4	7.3
No	14	25.4
Total	55	100.0

* One did not respond.

Tables 8 and 9 reflect the respondent's level of satisfaction with the curriculum and instruction of the Master of Arts program. Overwhelmingly, 98.2% of the respondents were either "satisfied" or "thoroughly satisfied" with the program. The curriculum was noted for its balance of theory, research, and practicum. The corrections' curriculum was praised for preparing the officers for the challenges experienced as a correctional administrator. Individual courses were not listed in the questionnaire for respondent's comments due to the extensive changes to the Master of Arts program over the past twenty years. See Appendix C for specific courses in the Master of Arts program.

Additionally, 98.2% of the respondents were also "satisfied" or "thoroughly satisfied" with the instruction of the Master of Arts program. In general, respondents described the faculty as professional, highly qualified, enthusiastic, and excellent. Special praise was given for the amount of individual attention and care that the faculty expressed to the students. However, it was noted that the majority of the instructors lacked field experience, this affected their credibility in teaching police and corrections courses.

Table 8

Satisfaction with the Master of Arts Program

Question 7: How satisfied were you with the master of arts curriculum while attending SHSU?

	<u>Frequency</u>	<u>Percent</u>
Thoroughly satisfied	41	73.2
Satisfied	14	25.0
Neutral	0	0.0
Somewhat dissatisfied	1	1.8
Thoroughly Dissatisfied	0	0.0
Total	56	100.0

Table 9

Satisfaction with the Instruction

Question 8: How satisfied were you with the instruction while attending SHSU?

	<u>Frequency</u>	<u>Percent</u>
Thoroughly satisfied	39	69.6
Satisfied	16	28.6
Neutral	0	0.0
Somewhat dissatisfied	1	1.8
Thoroughly dissatisfied	0	0.0
Total	56	100.0

A nine hour internship was a requirement in the early years of the Institute of Contemporary Corrections and the Behavioral Sciences. An internship in corrections was a minimum of ninety days in an approved correctional setting, usually with the Texas Department of Corrections. This course was tailored to provide the graduate student with the opportunity to synthesize theory and practice (Sam Houston State, 1969).

This requirement was removed from the core curriculum, as noted in the 1971-1972 Sam Houston State Graduate Catalogue. Of the thirteen respondents (23.2%) who answered "Yes," to the question represented in Table 10, the majority participated in an internship as a degree requirement. All but one of the thirteen respondents were in the Criminology and Corrections program. The majority of the internships were at the Diagnostic Unit of the Texas Department of Corrections as an intake interviewer or counselor.

Table 10

Participation in an Internship

Question 10: Did you participate in an internship? If so, what was it?

	<u>Frequency</u>	<u>Percent</u>
Yes	13	23.2
No	43	76.8
Total	56	100.0

As presented in Table 11, eighty-three percent of the respondents either "agreed" or "strongly agreed" that the comprehensive examination was a good way of testing and making students organize their thoughts to the overall master of arts experience. However, most of the respondents commented that it was an unpleasant experience because of the pressure placed on them with the Army's twelve month suspense to complete the master of arts program.

Others remarked that it forced them to study all facets of the criminal justice system and not just their area of specialization. Three respondents (5.5%) disagreed because they felt the examination was just memory and regurgitation at its best.

Table 11

Comments on the Comprehensive Examination

Question 11: Do you feel the comprehensive examination was a good way of testing and making your organize your thoughts to the overall master of arts experience?

	<u>Frequency</u>	<u>Percent</u>
Strongly agree	34	63.0
Agree	12	22.2
Neutral	5	9.3
Disagree	0	0.0
Strongly Disagree	3	5.5
<hr/>		
Total	54	100.0

* Two do not remember taking a comprehensive examination.

In assisting the College of Criminal Justice curriculum planners in updating and revising their programs, recommendations on the master of arts program were solicited from the graduates. A reason for the high number of "no changes," from the respondents (51.9%) in Table 12, was that many graduated in the early 1970's and were unsure of the curriculum content of the present master of arts program.

Table 12

The Future of Master of Arts Program

Question 13: Are there any changes your would recommend that will benefit the master of arts program and students in the future?

	<u>Frequency</u>	<u>Percent</u>
Some changes	20	38.5
No changes	27	51.9
Neutral	5	9.6
Total	52	100.0

* Four did not respond.

The majority of the recommendations were directed toward the twelve month requirement by the Army to complete the degree program. Several suggested increasing the time to eighteen or twenty-four months. This increase would allow for a flexible degree plan that could include a lighter course load during the semester when the thesis is being written. Army officers are required to take twelve semester hours

during the fall/spring semesters and six semester hours each summer session.

Some of the course recommendations were to offer courses in victimology and internships with law enforcement or correctional agencies. Others suggested an increase in professor-to-student ratio and more interaction with the doctoral students and faculty. For specific comments on the future of the master of arts program see Section II of Appendix D.

Military Information

This section contains military demographic data that may assist Army educational policy-makers in the selection process and utilization patterns of officers for advanced civil schooling. Table 13 shows that the majority of the respondents held the rank of either a Captain (50%) or a Major (48.2%) at the time of enrollment at SHSU. One respondent was assigned to SHSU as only a First Lieutenant. There were ten respondents (28.6%) with over eleven years of service in the military at the time of enrollment at SHSU.

This demographic data displays the maturity and experience level that the military police officers brought to the classroom setting. Additionally, not measured in the survey instrument but concluded from the research data; most of the officers prior to attending SHSU had spent an assignment in the Vietnam War.

As reflected in Table 14, thirteen respondents (23.2%) were from Texas and seven (12.5%) were from Florida. Four of the thirteen respondents from Texas received their undergraduate degree from Sam Houston State.

Table 13

Military characteristics of the Sample at the
Time of Enrollment at SHSU

<u>Characteristics</u>	<u>Category</u>	<u>Frequency</u>	<u>Percent</u>
Rank	First Lieutenant	1	1.8
	Captain	28	50.0
	Major	27	48.2
	Lieutenant Colonel	0	0.0
<hr/>			
Total		56	100.0
Time in Service (Years)	Under 6	2	5.7
	06-07	7	20.0
	08-09	9	25.7
	10-11	7	20.0
	Over 11	10	28.6
<hr/>			
Total		35	100.0

* twenty-one did not respond to time in service.

Table 14
Home of Record

<u>State</u>	<u>Frequency</u>	<u>Percent</u>
Alabama	1	1.8
Alaska	0	0.0
Arizona	0	0.0
Arkansas	1	1.8
California	2	3.6
Connecticut	1	1.8
Delaware	1	1.8
District of Columbia	1	1.8
Florida	7	12.5
Georgia	1	1.8
Hawaii	0	0.0
Idaho	1	1.8
Illinois	1	1.8
Indiana	1	1.8
Iowa	1	1.8
Kansas	1	1.8
Kentucky	0	0.0
Louisiana	0	0.0
Maine	0	0.0
Maryland	1	1.8
Massachusetts	0	0.0
Michigan	1	1.8
Minnesota	1	1.8

Table 14 -- Continued

<u>State</u>	<u>Frequency</u>	<u>Percent</u>
Mississippi	0	0.0
Missouri	1	1.8
Montana	0	0.0
Nebraska	0	0.0
Nevada	1	1.8
New Hampshire	0	0.0
New Jersey	3	5.4
New Mexico	0	0.0
New York	3	5.4
North Carolina	0	0.0
North Dakota	0	0.0
Ohio	1	1.8
Oklahoma	0	0.0
Oregon	0	0.0
Pennsylvania	2	3.6
Rhode Island	0	0.0
South Carolina	0	0.0
South Dakota	0	0.0
Tennessee	1	1.8
Texas	13	23.2
Utah	1	1.8
Vermont	0	0.0
Virginia	3	5.4
Washington	2	3.6

Table 14 -- Continued

<u>State</u>	<u>Frequency</u>	<u>Percent</u>
West Virginia	0	0.0
Wisconsin	2	3.6
Wyoming	0	0.0
Total	56	100.0

Table 15 depicts whether or not the respondents had any experience in their area of specialization prior to attending SHSU. In the Criminology and Corrections program, 57.5% of the respondents did not have experience while 75% of the Police Science and Administration respondents did have experience. The lone respondent in the Social Rehabilitation and Social Services program did not have any prior experience.

Table 15

Prior Experience by Area of Specialization

Question 3: Did you have any experience in your area of specialization prior to attending SHSU?

Prior Experience	Yes		No	
	f	%	f	%
Criminology and Corrections	20	42.5	27	57.5
Police Science and Administration	6	75.0	2	25.0
Social Rehabilitation and Social Service	0	0.0	1	100.0
Total	26		30	

As reflected in Table 16, over one-third of the respondents were students of advanced military schools immediately preceding their enrollment in the Master of Arts program at SHSU. Thirteen respondents (23.6%) had finished the Military Police Officer Advanced Course while eight respondents (14.5%) completed a staff officer course at the Command and General Staff College.

The largest number of respondents (45.5%) were either commanders or staff officers in military police units in the United States or in Vietnam. Nearly eight percent were concluding a tour as an instructor at the United States Army Military Police School. See Chapter III for definition of terms.

Table 16

Duty Position Prior to Master of Arts Program

<u>Category</u>	<u>Frequency</u>	<u>Percent</u>
Military Police Officer Advance Course	13	23.6
Command & General Staff Officer Course	8	14.5
Military Police Staff	16	29.1
Military Police Unit Commander	9	16.4
Military Instructor	4	7.3
Other	5	9.1
Total	55	100.0

* One did not respond.

Military police officers usually volunteer for advanced civil schooling and are given a list of universities to choose from that meet the standards set forth by Army regulations. Five of the respondents (8.9%) identified that they did not volunteer, but were selected by military police personnel managers to attend advanced civil schooling at Sam Houston State University.

Of the 91.1% that volunteered for advanced civil schooling, 58.2% percent were not given a choice of which university to attend. They were instructed to either enroll at SHSU or not to attend advanced civil schooling. Twenty-eight out of the thirty-two respondents that were not given an university choice attended The Institute of Contemporary Corrections and the Behavioral Sciences under the directorship of Dr. Killinger. Many military police officer were able to get accepted by officials at SHSU via a telephone conversation.

The majority of the officers that were given an option, chose either Florida State University or Michigan State University as their number one selection. Several of the respondents commented that those universities did not accept them because their graduate record examination (GRE) scores were below the acceptable standard. They also remarked that GRE scores are not a fair measurement of all students. Many of those military police officers graduated from Sam Houston State University with a 4.00 grade point average (GPA).

Table 17

Advanced Civil Schooling Volunteer

Question 5: Did you volunteer for advanced civil schooling?

	<u>Frequency</u>	<u>Percent</u>
Yes	51	91.1
No	05	8.9
<hr/>		
Total	56	100.0
<hr/>		

Table 18

Choice of University To Attend

Question 6: Were you given a choice to select a different university to attend? If so, which one(s).

	<u>Frequency</u>	<u>Percent</u>
Yes	23	41.8
No	32	58.2
<hr/>		
Total	55	100.0
<hr/>		

* One did not respond.

As indicated in Table 19, 92.9% of the respondents were assigned to an Army Educational Requirements Board (AERB) duty position upon graduation from SHSU. Over half of the respondents (59.6%) were assigned to military police units having direct contact with military prisoners. These assignments were either as a stockade commander or a unit commander at the United States Army Retraining Brigade. Of the respondents (7.1%) that were not assigned to an AERB position, three were selected by the Army to attend the Command and General Staff College and one remained at SHSU as an instructor in the Military Science Department.

Table 20 displays the respondent's selection to a subsequent AERB utilization position. During their career, forty-seven (85.5%) of the respondents were never assigned to another position in their specialized area of law enforcement or corrections. This finding is significant because Army policy for officers with advanced civil schooling is to be assigned to subsequent utilization positions.

Table 19

Duty Position Upon Graduation by AERB Position

<u>Duty Position</u>	<u>AERB</u>		<u>Non - AERB</u>	
	f	%	f	%
Stockade Commander	25	48.1	0	0.0
United States Army Retraining Brigade	6	11.5	0	0.0
Military Instructor	8	15.4	1	25.0
Command & General Officer Staff Course	0	0.0	3	75.0
Military Police Staff	13	25.0	0	0.0
Total	52	100.0	4	100.0

Table 20

Selection for Subsequent AERB Position

Question 8: Were you assigned to another AERB position(s)
in your career? If so, what?

	<u>Frequency</u>	<u>Percent</u>
No	47	85.5
Yes	8	14.5
Total	55	100.0

* One did not respond.

Tables 21 and 22 reflect the success of the respondents military careers. Fifty respondents (90.9%) answered "Yes" to continuing their military education since attending SHSU. Forty-four (88%) of the fifty respondents that continued their military education, were selected by the Army to attend a year long officer staff course at the Command and General Staff College (CGSC) at Fort Leavenworth. Seventeen respondents (38.6%) of the forty-four officers selected to attend CGSC were again selected during their careers to attend an advanced military school. They either attended the Army War College or one of the other Senior Service Colleges.

A successful Army officer's career can be measured by the highest rank obtained. The Army considers an officer to be successful if he or she obtains the rank of Lieutenant Colonel or Colonel during a thirty year career. Forty-seven (83.9%) of the respondents were promoted to the rank of Lieutenant Colonel and twenty-two (46.8%) of the forty-seven respondents, also earned the rank of Colonel.

None of the Army military police officers that attended Sam Houston State University were promoted to the rank of General. But there are seventeen officers still on active duty and eight are presently holding the rank of Colonel. Therefore, these officers still may obtain the rank of General before retirement.

Table 21
Continuation of Military Education

Question 5: Have you continued your military education since your MA degree?		
	<u>Frequency</u>	<u>Percent</u>
Yes	50	90.9
No	5	9.1
Total	55	100.0

* One did not respond.

Table 22
Military Status by Highest Rank Obtained

Highest Rank Obtained	<u>Active</u>		<u>Separated</u>		<u>Retired</u>	
	f	%	f	%	f	%
Captain	0	0.0	1	100.0	1	2.6
Major	4	23.5	0	0.0	3	7.9
Lieutenant Colonel	5	29.4	0	0.0	20	52.6
Colonel	8	47.1	0	0.0	14	36.8
Total	17	100.0	1	100.0	38	100.0

As reflected in Table 23, thirty-eight (67.9%) of the respondents felt the Master of Arts degree did enable them to progress more rapidly in their military career. Some officers believed not having an advanced degree was an obvious discriminator in selection for promotion. Others commented that the education broadened their understanding and improved their performance as staff officers.

Eighteen respondents (32.1%) felt that the advanced education did not assist in excelling their career. One officer noted that he spent too much time in "corrections" to remain competitive with the rest of the military police officers. Others rationalized that military promotion boards realized that advanced civilian education was more a chance of opportunity and it makes no difference in the selection process. See the Career Development Section in Appendix D for specific comments on excelleration of military career.

Table 23

Excelleration of Military Career

Question 9: Do you feel your civilian education has enabled you to progress more rapidly in your career?

	<u>Frequency</u>	<u>Percent</u>
Yes	38	67.9
No	18	32.1
Total	56	100.0

Army officers attending advanced civil schooling should select a Master's program that requires a thesis to fulfill degree requirements. Officers should choose a topic which supports an Army program or problem; however, many students in the past have written on subjects which are of little value to the Army. Officers must submit a copy of their thesis to the Defense Technical Information Center, a central depository of research data collections for the Department of Defense (DoD). However, access to this agency is limited by DoD regulations to military service schools, Reserve Officer Training Corps units, and some universities. See Appendix E for an annotated bibliography of the theses submitted by the research population.

Presently, the Military Police School does not have copies of the theses submitted by this research population. Therefore, the respondents were asked to comment on the idea of sending a copy to the Military Police School and/or the United States Disciplinary Barracks. Table 24 indicates their responses. Forty (72.7%) of the respondents "agreed" or "strongly agreed" to submitting an extra copy. Several expressed concern if the Army would pay for the cost of sending extra copies. Others want first to determine if the research material would be used by students and/or cadre at those institutions.

Table 24

Comments on Who Receives a Thesis Copy

Question 12: Do you feel that a requirement to send a copy of your thesis to the Military Police School and/or the United States Disciplinary Barracks is valid. (This is in excess of the requirement for the Defense Technical Information Center)

	<u>Frequency</u>	<u>Percent</u>
Strongly agree	22	40.0
Agree	18	32.7
Neutral	11	20.0
Disagree	2	3.6
Strongly disagree	2	3.6
Total	55	100.0

* One did not respond.

Table 25 depicts the respondent's feeling toward the Army utilization of the specialized knowledge they gained in the Master of Arts program and whether this knowledge was utilized to its maximum potential. Thirty-four (60.7%) of the respondents "agreed" or "strongly agreed" that the Army maximized their potential. But 23.2% of the respondents "disagreed" or "strongly disagreed". One of the respondent's comments echoes the philosophy of today's Military Police Corps. The Army still looks for "generalists" and not "specialists". The requirement to provide officers a variety of assignments impacts on utilization assignments in specialty areas. One AERB utilization assignment does not make full use of an officer's potential.

Table 25

Extent Master of Arts Degree Utilized by Army

Question 11: Do you feel that the Army utilized the knowledge you gained in the master of arts program to its maximum potential?

	<u>Frequency</u>	<u>Percent</u>
Strongly agree	16	28.6
Agree	18	32.1
Neutral	9	16.1
Disagree	6	10.7
Strongly disagree	7	12.5
Total	56	100.0

Post Military Career Information

The respondents were also asked information concerning the employment they sought as a second career after separation from the Army. Additionally respondents were asked how much did their area of specialization play in the selection of their second career.

Table 26 indicates the graduate's responses. Fifteen respondents (29.4%) secured employment in the field of security, while only four respondents (7.8%) continued from military policing to civilian policing. Eleven respondents (21.6%) choose to work in non-criminal justice fields such as; real estate, sales, computers, and business. Eleven respondents (21.6%) continued their education and are teaching or plan to teach at an institution of higher learning as a professor or an instructor. Of the forty-seven respondents that earned a Master of Arts degree in Criminology and Corrections only ten (19.6%) continued to work in either juvenile or adult corrections (see Table 3).

Depicted in Table 27 is the role of the respondent's area of specialization in choosing a second career. Twenty-eight of the forty-three respondents (65.1) of the Criminology and Corrections program that answered this question felt that it was "somewhat" to "very much" instrumental in selecting their second career. In the Police Science and Administration respondents, six (75%) of the eight graduates believed

"somewhat" to "very much" that the program played a determining role in choosing a second career. The one respondent of the social rehabilitation and social services program felt it was not much of a factor in his second career selection.

Table 26
Present Employment

Question 2: After separation from the Army, what type of employment did you seek for a second career?

	<u>Frequency</u>	<u>Percent</u>
University Instructor/ Professor	11	21.6
Security	15	29.4
Police	4	7.8
Adult corrections	9	17.6
Juvenile corrections	1	2.0
Other	11	21.6
Total	51	100.0

* Five did not respond. All are still on active duty.

Table 27

Selection of Second Career by Area of Specialization

Question 4: How much did the area of specialization in your master of arts degree play a role in your selection of your second career?

Selection Role	<u>CC</u>		<u>PSA</u>		<u>SRSS</u>	
	f	%	f	%	f	%
Very much	11	25.6	2	25.0	0	0.0
Somewhat	17	39.5	4	50.0	0	0.0
Neutral	3	7.0	1	12.5	0	0.0
Not much	6	13.9	0	0.0	1	100.0
Not at all	6	13.9	1	12.5	0	0.0
Total	43	100.0	8	100.0	1	100.0

* Four did not respond.

** CC = Corrections and Criminology, PSA = Police Science and Administration, and SRSS = Social Rehabilitation and Social Services.

To obtain an extensive understanding of the impact of the Master of Arts degree on the graduate's military and civilian careers, the respondents were asked if they felt that the Master of Arts program enhanced their career opportunities. As displayed in Table 28, an overwhelming majority 90.7% agreed their career opportunities were enhanced.

Generally, the respondents attribute the program with improving their research skills and their ability to communicate orally and written. Others believed that an advanced degree, not the area of specialization enhanced their careers. It opened doors of opportunities and established credibility for military officers in the civilian sector.

A majority of the graduates have positive reflections on the College of Criminal Justice. See Appendix D for specific comments on the Master of Arts program. The year spent at Sam Houston State University was intense and demanding, but, one of the most enjoyable in their careers. As one officer noted, I would welcome the opportunity to do it all again.

Table 28

Impact of Master of Arts Degree on the
Graduate's Career

Question 5: Overall, do you feel the Master of Arts Program has enhanced, limited, or been neutral in your career opportunities?

	<u>Frequency</u>	<u>Percent</u>
Enhanced	49	90.7
Limited	01	1.9
Neutral	04	7.4
<hr/>		
Total	54	100.0

* Two did not respond

CHAPTER V

SUMMARY AND CONCLUSION

Summary

The purpose of this study was to describe the military police officer graduate of the Master of Arts Program of the College of Criminal Justice, Sam Houston State University. This study has been funded by the United States Army Advanced Civil Schooling Program, with a copy of the research being forwarded to the Defense Technical Information Center, Cameron Station, Virginia.

To accomplish the above stated purpose, the author constructed and dispatched a self-administered mailed questionnaire to seventy-one of the seventy-nine military police graduates. An appropriate follow-up mailing was undertaken approximately three to four weeks after each mailing date to enhance the return rate.

As a result of the aforementioned mailings, fifty-six of the seventy-one graduates responded. Only three questionnaires (4.2%) were returned by the United States Postal Service as undeliverable. Hence, out of sixty-eight deliverable questionnaires, fifty-six were completed and returned. This represented an excellent usable return percentage of 82.3%.

The objectives and findings of this study were:

Objective # 1.

To inquire about the military police officer's perception of the Master of Arts Program of the College of

Criminal Justice, formerly the Institute of Contemporary Corrections and the Behavioral Sciences.

A. A majority of the respondents (67.3%) were satisfied with and would again choose the same area of specialization.

B. An overwhelming majority of respondents (98.2%) were "satisfied" or "thoroughly satisfied" with the Master of Arts curriculum and instruction while attending the College of Criminal Justice.

C. Nearly one-fourth of the respondents participated in an internship. Most internships were conducted at the Diagnostic Unit of the Texas Department of Corrections as an intake interviewer or counselor.

D. A majority of respondents (85.2%) "agreed" or "strongly agreed" with the comprehensive examination as a good way of testing and making them organized their thoughts to the overall Master of Arts experience.

E. Slightly over one-half of the respondents (51.9%) had no suggestions to change the Master of Arts program. This was mainly due to the time lap between this survey and their attendance at the University.

Objective # 2.

To inquire into the adequacy of preparation for administrative positions in the Army Correctional System and for employment upon separation from the Army.

A. A majority of the respondents (67.9%) felt that the

Master of Arts degree did enable them to progress more rapidly in their military career.

B. Over one-half (65.1%) of the Criminology and Corrections respondents felt that their area of specialization was "somewhat" to "very much" instrumental in selecting their second career.

C. Of the forty-seven respondents that earned a Criminology and Corrections degree, only 19.6% continued to work in either juvenile or adult corrections upon completion of a military career.

D. A majority (75%) of the Police Science and Administration respondents felt "somewhat" to "very much" that the program played a determining role in choosing a second career.

E. Fifteen respondents (29.4%) secured employment in the security field while only four respondents (7.8%) made the transition from military policing to civilian policing.

F. The one respondent of the Social Rehabilitation and Social Services program felt it wasn't much of a factor in his second career selection.

G. Overwhelmingly, the respondents (90.7%) felt the Master of Arts Program has enhanced their career opportunities.

Objective # 3.

To obtain demographic data about military police officers

selected to participated in the Army Civil Schooling Program.

A. At the time of enrollment at the College of Criminal Justice, the overall sample was middle age with 53.6.% thirty to thirty-three years of age.

B. The graduates were all male and the racial make-up was overwhelmingly while, with only 5.4% coming from all other race categories.

C. Texas was home for 23.2% of the respondents while 12.5% were from Florida.

D. All but one of the respondents held the rank of Captain (50%) or Major (48.2%) during their year of study at the University.

E. Over one-fourth of the respondents (28.6%) had over eleven years of military service at the time of enrollment at the University.

F. Ten and nine tenths percent of the respondents possessed an undergraduate degree in Education and the degrees of Business, Sociology, and Law Enforcement and Corrections each had 9.1% of the respondents.

G. Four of the respondents (7.3%) received their undergraduate degree from Sam Houston State University.

H. An overwhelming majority of respondents (83.9%) graduated the Master of Arts Program with a Criminology and Corrections Degree.

I. Twenty-four respondents (45.5%) were either Commanders or Staff Officers in military police units in the

United States or Vietnam immediately preceding their attendance at the University.

J. Three-quarters of the Police Science and Administration respondents had prior policing experience.

K. Only 42.5% of the Criminology and Corrections respondents had experience in their area of specialization. And the one Social Rehabilitation and Social Service respondent had no prior experience.

L. A substantial majority of the respondents (91.1%) volunteered for advanced civil schooling and 58.2% of the volunteers were not given a choice in university selection.

M. A majority of the respondents (90.9%) answered "yes" to continuing their military education since obtaining their master of arts degree.

N. Only 31.4% of the respondents indicated that they continued their civilian education since obtaining their master of arts degree. One graduate returned to College of Criminal Justice and earned a Ph.D.

O. Eighty-three and nine tenths percent of the respondents obtained the rank of Lieutenant Colonel and of that group, 46.8% were later promoted to the rank of Colonel.

Objective # 4.

To gather user Feedback in order to influence Army educational policy-makers, Army personnel managers, and college curriculum planners and researchers.

A. The Military Police Corps started sending military police officers to Sam Houston State in 1969, with the first officers graduating in May 1970. The high graduation years were in 1972 and 1974 with 16.1% of the respondents and 1978 with 5.4% of the respondents, was the last year more than two officers graduated.

B. Overwhelmingly, the respondents (92.9%) were assigned to an Army Educational Requirements Board (AERB) duty position upon graduation from the University. Sixty percent were assigned as a Stockade Commander or as an Unit Commander at the United States Army Retraining Brigade.

C. Only 14.5% of the respondents were selected throughout their career to a subsequent AERB utilization position.

D. A majority of the respondents (60.7%) "agreed" or "strongly agreed" that the Army utilized the specialized education gained in the Master of Arts Program to its maximum potential.

E. Nearly one-fourth of the respondents (23.2%) "disagreed" or "strongly disagreed" that the Army utilized their specialized education. The requirement to provide officers a variety of assignments impacts on the utilization assignments in specialty areas. One AERB utilization assignment didn't make full use of an officer's potential. The Military Police Corps looks for "generalists" and not "specialists".

F. Nearly three-quarters (72.7%) of the respondents "agreed" or "strongly agreed" that a thesis copy should be sent to the United States Army Military School or the United States Disciplinary Barracks in excess of the one requirement to send a copy to the Defense Technical Information Center.

Objective # 5.

To assist the Criminal Justice Alumni Association with locating alumni and updating their biographical data.

A. New Addresses were found for fifty-three (67.1%) of the seventy-nine military police officers in the population.

B. Addresses were updated for ten (66.7%) of the fifteen graduates located in the 1989 Alumni Directory.

C. This study resulted in sixty-three more addresses being submitted to the Criminal Justice Alumni Association for inclusion into the alumni directory.

Recommendations

A. That the Army provide military police officers with eighteen to twenty-four months to complete a Master of Arts program requiring a thesis.

B. That the College of Criminal Justice maintain a long range schedule (one academic year) of courses to be offered by semester. This will assist students in planning their degree plan.

C. That military police officers projected for a

corrections assignment, who have no prior corrections experience, should be required to take an internship with the Texas Department of Criminal Justice - Institutional Division, formally the Texas Department of Corrections.

D. That the Army should conduct a longitudinal study of all military police officer graduates of fully funded advanced civil schooling for corrections to determine the efficiency and effectiveness of initial and subsequent utilization assignments.

E. That the College of Criminal Justice conduct an evaluation of the Master of Arts Program in Criminology and Criminal Justice. The study should assess the impact and relevancy of offering a more "general" Master of Arts program than the old three specialized Master's degrees. Individuals who failed to complete the Criminology and Criminal Justice program should not be excluded from the program. Their reasons for not completing the Master's degree may provide valuable insight to the program.

Conclusion

It is evident by the findings in this study that the United States Army Military Police Corps and the College of Criminal Justice, Sam Houston State University, have enjoyed a successful professional relationship over the past twenty-one years. The advanced education gained by the military police officers in the three Master of Arts' areas of

specialization have served an useful purpose in maintaining law and order in military posts in the United States and overseas.

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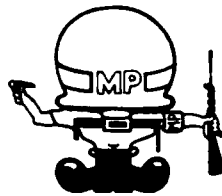
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APPENDIX A

Original Cover Letter and Questionnaire



UNITED STATES MILITARY POLICE

September 17, 1991

TO: Military Police Officer Graduates of the Master of Arts Program

FROM: CPT Peter J. Grande

SUBJECT: Evaluation of the Master of Arts Program

I am a Military Police Officer attending Sam Houston State University on the Army's advance civil schooling program. Like you, I am required to submit a thesis as part of the curriculum. My thesis is "A Descriptive Study of Military Police Officer Graduates of the Master of Arts Program of Sam Houston State University."

In 1969, the Institute of Contemporary Corrections and the Behavioral Sciences established a specialized master of arts degree program for the education of military officers responsible for administering military correctional facilities. It has been a tremendous success.

In the twenty-one year relationship with the Army, seventy-nine military police officers have graduated through the advanced civil schooling program. Many of the graduates remained in the Army and enjoyed successful military careers while others separated and rose to the top of the criminal justice community.

With the many changes to the MA program over the last twenty years, it seems appropriate to ask you to help evaluate the program. Specifically, I'm interested in your career movements since graduation, feedback on the curriculum and descriptive data about you that can be used to develop a military police officer profile.

You have experienced this process I am going through, so please take a few minutes to complete the questionnaire. It's not necessary to put your name on the questionnaire. I have included on the questionnaire, however, an identification number so if you want a copy of the evaluation report, I can send it to you accordingly.

I cannot thank you enough for helping me in this study and please feel free to add any comments you might think appropriate. I feel confident that with an all Military Police Officer population, the return rate for this survey will shatter all survey research records.

"OF THE TROOPS AND FOR THE TROOPS"

QUESTIONNAIRE

A Descriptive Study of Military Police Officer Graduates
of the Master of Arts Program of Sam Houston State University.

INTRODUCTION

Two particular concerns are foremost in this study. The first is that the data collected be accurate and of the highest quality. The second is that there is a minimization of effort on your part in answering the questionnaire. However, some questions require a written response. Space is provided to answer. If you wish to comment on any of your answers, do so on the margins of the questionnaire or the additional space provided. Thank you for your cooperation.

NOTE: If you wish a copy of the summary of this study, please check the box provided _____

GENERAL INFORMATION

1. Age: _____
 2. Sex: _____
 3. Race: _____
White Black Hispanic Asian Other
 4. Current address: _____
-

EDUCATIONAL INFORMATION

1. Semester/Year of graduation with Master of Arts degree
from Sam Houston State University: _____
2. What was your area of specialization?
Correction and Criminology _____
Police Science and Administration _____
Social Rehabilitation and Social
Services _____
3. What was the major of your undergraduate degree and
from what University? _____

4. Have you continued your civilian education since your MA degree?

Degree: MA _____ MS _____ Ph.D _____

Institution(s): _____

Date: _____

5. Have you continued your military education since you MA degree?

Command and Staff Service School _____

Command and General Staff Course or equivalent _____

Army War College or equivalent _____

Other _____

6. If you were to begin again, would you choose the same area of specialization?

Yes

No, I would have chosen _____

Don't know

7. How satisfied were you with the Master of Arts curriculum while attending SHSU?

Thoroughly satisfied

Satisfied

Neutral

Somewhat dissatisfied

Thoroughly dissatisfied

Is there a particular reason why? _____

8. How satisfied were you with the instruction while attending SHSU?

Thoroughly satisfied

Satisfied

Neutral

Somewhat dissatisfied

Thoroughly dissatisfied

Is there a particular reason why? _____

9. Which course(s) stood out or did not stand out in assisting you in your career development?

10. Did you participate in an internship? If so, what was it? Was it a worthwhile endeavor? _____

11. Do you feel the comprehensive examination was a good way of testing and making you organize your thoughts to the overall master of arts experience?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

Is there a particular reason why? _____

12. Do you feel that a requirement to send a copy of your thesis to the Military Police School and/or United States Disciplinary Barracks is valid. (This is in excess of the requirement for the Defense Technical Information Center)

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Is there a particular reason why? _____

13. Are there any changes you would recommend that will benefit the master of arts program and students in the future? (i.e., class scheduling, method of instruction, internship, comprehensives, etc.)

MILITARY INFORMATION

1. What was your rank and time in service at the time of enrollment at SHSU? _____
2. What is your home of record? _____
3. Did you have any experience in your area of specialization prior to attending SHSU (if so, what)?

4. What was your last duty position and station before attending SHSU?

5. Did you volunteer for advanced civil schooling? _____
6. Were you given a choice to select a different university to attend? If so, which one(s): _____

7. What was your first duty position and station upon graduation from SHSU? _____

Was it an AERB position? Yes No (please explain

8. Were you assigned to another AERB position(s) in your career? If so, list: _____

9. Do you feel your civilian education has enabled you to progress more rapidly in your career?
 Yes No
 Is there a particular reason why or why not? _____

10. What is the highest rank obtained? _____
11. Do you feel that the Army utilized the knowledge you gained in the master of arts program to its maximum potential?
 Strongly agree
 Agree
 Neutral
 Disagree
 Strongly disagree
 Is there a particular reason why? _____

POST MILITARY CAREER INFORMATION

1. What is your current status?
 Retired (date) _____: How many years active duty? _____
 Separated (date) _____: How many years active duty? _____
 Active duty (years) _____: (Answer the remaining questions based on your plans upon separation)
2. After separation from the Army, what type of employment did you seek for your second career?
 University instructor/professor _____
 Security _____
 Police _____
 Adult Corrections _____
 Juvenile Corrections _____
 Other _____

3. What is your present rank or title? Provide a brief job description: _____

4. How much did the area of specialization in your master of arts degree play a role in your selection of your second career?

Very much
Somewhat
Neutral
Not much
Not at all

5. Overall, do you feel the Master of Arts program has enhanced, limited, or been neutral in your career opportunities?

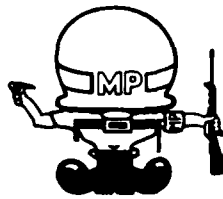
Enhanced Limited Neutral

What is the one thing that stands out in your mind when responding to this question? _____

Thank you very much for your time and effort in completing this questionnaire. Please return the completed questionnaire to: College of Criminal Justice, Sam Houston State University, ATTN: CPT Grande, Huntsville, Texas 77341-2296

Please use the back of this page for further comments you may wish to make on specific questions within the questionnaire, or comments of a general nature on the overall study.

APPENDIX B
Follow-up Letter



UNITED STATES MILITARY POLICE

21 October 1991

TO: Military Police Officer Graduates of the Master of Arts Program

FROM: CPT Peter J. Grande

SUBJECT: Evaluation of the Master of Arts Program

Approximately four weeks ago you received a questionnaire that was sent to a sample of military police officer graduates of the master of arts program of Sam Houston State University. This research project is being conducted as part of my thesis requirement. I have received replies from more than one-half of the graduates. Although the response has been encouraging, your reply is urgently requested to fully realize the goals of the overall project.

If you have not yet completed the questionnaire, please take the necessary time to do so. In the event you have already completed the questionnaire, and it is now in the mail, please disregard this letter.

Thank you for your cooperation in this study.

"OF THE TROOPS AND FOR THE TROOPS"

APPENDIX C

MASTER OF ARTS PROGRAM

In 1969, the Institute of Contemporary Corrections and the Behavioral Sciences, (presently, the College of Criminal Justice) Sam Houston State University, offered three 36-hour Master of Arts programs. Those three areas of specialization were: (1) Criminology and Corrections, (2) Police Science and Administration, and (3) Social Rehabilitation and Social Sciences. In the 1989, the three different programs were combined and renamed, a Master of Arts Degree in Criminal Justice and Criminology.

This appendix reviews the primary purpose of the Master of Arts Programs and the required courses listed in the 1969-1970, 1980-1981, and 1991-1993 Graduate Catalogues of Sam Houston State University.

1969-1970

The programs in Law Enforcement, Police Science, and Corrections are designed primarily to train graduate students in Sociology for careers in the various areas of crime control, correctional administration, and police science. These programs are based on an inter-disciplinary study of the behavioral sciences as they apply to this broad area of Contemporary Corrections (Sam Houston State, 1969).

Criminology and Corrections Concentrate

SOC 561 Seminar in Law of Criminal Corrections	3
SOC 572 Seminar in Deviant Behavior	3
SOC 581 Studies in Criminological Theory	3
SOC 562 Internship in Criminology and Corrections	9
SOC 696 Thesis Practicum	3
SOC 697 Thesis	3
Electives	12
<hr/> Total	<hr/> 36

Law Enforcement and Police Science Concentrate

SOC 466 Urban Sociology	3
SOC 561 Seminar in Law of Criminal Corrections	3
SOC 572 Seminar in Deviant Behavior	3
SOC 562 Internship in Law Enforcement and corrections	9
SOC 696 Thesis Practicum	3
SOC 697 Thesis	3
Electives	12
<hr/> Total	<hr/> 36

Social Rehabilitation and Social Sciences Concentrate

SOC 564 Seminar in the Health, Education, and Welfare Systems and Legislation of the United States	3
SOC 572 Seminar in Deviant Behavior	3
SOC 562 Internship in Social Rehabilitation and Social Services	9
SOC 696 Thesis Practicum	3

	93
SOC 697 Thesis	3
Electives	15
Total	36

1980-1981

The programs are designed primarily to train graduate students in the various areas of crime control, correctional and police administration, or social rehabilitation. These programs are based on a multidisciplinary study of the behavioral sciences as they apply to these specialized areas (Sam Houston State, 1980).

Criminology and Corrections

CJ 561 Typologies in Crime and Delinquency or	3
CJ 660 Seminar in Deviant Behavior	3
CJ 592 Research Methods in the Behavioral Sciences or	3
CJ 692 Advanced Research Methods	3
CJ 630 The Criminal Justice System: An Overview	3
CJ 667 Studies in Criminological Theory	3
CJ 698 Thesis Practicum	3
CJ 699 Thesis	3
Electives	18
Total	36

Police Science and Administration

CJ 533 Advanced Criminal Law	3
CJ 561 Typologies in Crime and Delinquency or	3
CJ 660 Seminar in Deviant Behavior	3
CJ 592 Research Methods in the Behavioral Sciences or	3
CJ 630 The Criminal Justice System: An Overview	3
CJ 663 Principles of Administration	3
CJ 698 Thesis Practicum	3
CJ 699 Thesis	3
Electives	18
<hr/> Total	<hr/> 36

Social Rehabilitation and Social Services

CJ 577 Seminar in Abuse	3
CJ 585 Service Delivery: The Courts and Related Agencies	3
CJ 592 Research Methods in the Behavioral Sciences or	3
CJ 660 Seminar in Deviant Behavior	3
CJ 661 Social Policy	3
CJ 664 Treatment Practicum or	3
CJ 666 Seminar in the Rehabilitation and Resocialization Process	3
CJ 670 Internship in Criminal Justice	3
CJ 671 Practicum in Group Methods	3
CJ 698 Thesis Practicum	3
CJ 699 Thesis	3

	95
Electives	6
Total	36

1991-1993

The Criminal Justice and Criminology program is designed to prepare graduate students to conduct research in the various areas of criminological theory, crime control, correctional and police administration, police science, and social rehabilitation. This program is based on a multidisciplinary study of the behavioral sciences as they apply to these specialized areas (Sam Houston State, 1991).

Criminal Justice and Criminology

CJ 592 Seminar in Criminal Justice Research	3
CJ 630 The Criminal Justice System - An Overview	3
CJ 660 Seminar in Deviant Behavior or	3
CJ 667 Studies in Criminological Theory	3
CJ 661 Social Policy	3
Statistics for Criminal Justice Research	3
CJ 696 Thesis Practicum	3
CJ 697 Thesis	3
Electives	15
Total	36

APPENDIX D

QUOTATIONS

Career Development

Question 9 In the Military Information Section: Do you feel your civilian education has enabled you to progress more rapidly in your career?"

Yes, gives one a better perspective

Yes, just having the advanced degree.

Yes, it made me competitive and a Confinement Facility Commander's position was considered troop duty.

Yes, I would not have been qualified at even entry level without an MA.

Yes, broadened my perspective.

Yes, met a ticket punch.

Yes, provides a direction and interest for further personal development.

No, I don't think an MA degree was ever a consideration in my subsequent assignments.

Yes, because of the discipline the study gave me.

No, I was sent to a research and development assignment and can't get out of the treadmill.

Yes, was a "ticket" that opened doors of opportunity.

Yes, the education broadened my understanding and ability to do staff work.

Yes, an obvious discriminator for selection for promotion.

No, all field grade officer promotions require a graduate degree.

Yes, without degree, promotion to Lieutenant Colonel would have been up for grabs.

Yes, qualification for nominative assignments.

Yes, enhanced opportunity for select assignments which led to promotions and improve quality for my job performance.

No, I never got an opportunity to serve in an military police assignment.

No, made no difference.

No, civilian education was more the chance of opportunity and I think promotion boards realized that.

Yes, no particular reason.

Yes, in the long run, it was mission oriented.

Yes, helps to understand law enforcement support to soldiers and commanders.

No, it hasn't help me in promotion, but will do me well in civilian life.

Yes, assisted me in landing a civilian job upon retirement.

No, spent too much time in corrections to remain competitive with the rest of the military police officers.

Yes, led to a Department of the Army staff job.

Yes, assisted greatly while assigned to TRADOC staff position.

No, not utilized.

Yes, looks at the big picture.

Question 11 in the Military section: "Do you feel that the Army utilized the knowledge you gained in the Master of Arts Program to its maximum potential?"

Agree. I was assigned in the Military Police Division of the General Staff.

Neutral. For three years only. Wasting away in another field. Military Police branch is not responsive.

Strongly disagree. I was assigned to a confinement facility which had experienced a major disturbance approximately one month before I arrived. It was due

to be closed and the Officer in Charge position was down graded from a Captain to a First Lieutenant. I was reassigned and the First Lieutenant was later forced to resign after additional problems at the facility, which was operating at 40 percent staff strength.

Strongly disagree. The Army still looks for generalists and not specialists.

Disagree. Better utilization would have been made if I had commanded correctional units at the Lieutenant Colonel and Colonel level. I did not. Those type units were available. I have no regrets with my commands but the Army did not utilize my knowledge gained at SHSU to its max.

Neutral. Individual applies the knowledge and not the Army.

Agree. Maximum is difficult to validate. My degree provided a knowledge base and research ability beyond the confines of my MA field. The Army benefitted in many ways other than the correctional position.

Disagree. I was also a Soviet Foreign Area Officer and chose to pursue that field over corrections.

Strongly agree. I served as Headquarters, Department of the Army, Chief of Corrections and also as a Battalion Commander at the Retraining Brigade.

Strongly agree. I put knowledge gained immediately to work.

Agree. Used information for formulation of discussion and decision-making in writing the plan for the modification of the Army Confinement system (1976) and push it through the Army staff.

Agree. Provided me an assignment to the United States Retraining Brigade at Fort Riley.

Strongly agree. After serving at the Commander of the Fort Knox Stockade, I was assigned as the chief instructor at the U.S. Army School of the Americas where I taught in Spanish. Next assignment was Military Police Training Battalion Commander.

Strongly disagree. One AERB utilization assignment does not make use of potential. Dual specialty assignment impact on utilization.

Neutral. As much as I liked getting a MA, I think its value is negligible in most military police paths. In fact a year "out of the field" can be a hindrance.

Strongly disagree. Lack of assignment.

Strongly agree. The United States Army Retaining Brigade was a good proving ground for corrections during the Post- Vietnam drawdown.

Disagree. The Army doesn't match assignments to individual attitude or capability very well.

Neutral. Had one corrections assignment after school. Currently staled to be the next Commandant, United States Disciplinary Barracks.

Strongly disagree. The Army's lack of utilization was one of the factors why I branched transferred.

Agree. At the United States Disciplinary Barracks. Then I went to Department of the Army and worked in MPI/CID instead of Corrections.

Question 5 in the Post Military Career Information section:
"Overall, do you feel the Master of Arts Program has enhanced, limited, or neutral your career opportunities? What is the one thing that stands out in your mind when responding to this question?"

Enhanced. Writing and research development skills and ability to communicate orally or written.

Enhanced. A broadening of understanding.

Enhanced. The degree level (MA); not area of specialization, qualifies for the job sought.

Enhanced. I am reminded of the superior quality of instruction received at SHSU and the professionalism of the university professors.

Enhanced. The key point is how one applies himself to his duties/education. The quality of instruction and experience provided at SHSU was great. There are a couple of key professors that I really made me apply myself and I received much in return.

Enhanced. Just having had the advantage of an advanced degree has made a significant difference in opportunities that have been available to me.

Enhanced. I was better prepared to compete for available positions with great credentials.

Enhanced. I am attending SHSU for my Ph.D and after the Doctorate Degree I plan to teach at a university.

Enhanced. My year at SHSU was on of the very best in my life and the Army made that possible. I doubt if an MA would have been obtained by the night school route. I tried that with work on a Ph.D and found it took more time and energy than I had. The contacts made at SHSU have proven invaluable and I interact continually with fellow graduates from SHSU working in criminal justice nationwide.

Enhanced. An advanced degree opens more doors of opportunity.

Enhanced - slightly. The master's degree was nice to have but not necessary.

Enhanced. I am a better writer and thinker than I was before entering the program.

Enhanced. The quality of the program at SHSU.

Enhanced. I expected to be "tracked" in Army corrections and military police assignments. It didn't happen! The best I can assume is that the MA degree will help me in civilian career.

Enhanced. My experience at SHSU coupled with my Texas Department of Corrections' internship provided me professional expertise and a foundation in the field of corrections that changed my future career goals.

Enhanced. Wish that I could have served an assignment on active duty so it would have provided a basis of resume experience to the civilian work force.

Enhanced. Advanced degrees open doors and opportunities - i. e., university level instructor.

Neutral. How long it has been since I attended SHSU and how little I have worked in the corrections field since graduation.

Enhanced. Advanced civilian education counts, but not as much as advanced military education. A masters earned on your own time and not on the Army's time probably counts for more.

Enhanced. Obtaining a graduate degree.

Enhanced. SHSU was the most enjoyable year of my career, but very demanding. My time there has certainly prepared me well for my post military employment. I would welcome the opportunity to do it all again.

Enhanced. The MA program helps a military officer to establish credentials in the civilian sector.

Enhanced. Dr. Friel's courses.

Limited. Not with troops or considered as command time. Military Police Corps had a low opinion of those who got stuck with corrections assignments in the 1906s and 70s.

Enhanced. Without the opportunity to attend SHSU, I would not have later pursued a MA in Education and would not have been qualified to solicit present academic position.

Enhanced. The education gained has benefitted me in several areas.

Enhanced. I enjoyed my tours in corrections but have little desire to do that work in civilian life. It's not the same environment from a support role.

Enhanced. Being given the opportunity to become more knowledgeable of the concepts of criminology and corrections and their application to task performance.

Neutral. The M.A. was a ticket punch that the Army did not use or rather could not use due to the inherent bureaucratic prodictures, lack of command awareness, foresight and willingness to implement ideas and/or lessons learned.

Enhanced. I am glad to see the Military Police Corps has kept their contact with SHSU. It's a good school.

Changes Recommended for M.A. Program

Question 13 in the Educational Section: "Are there any changes you would recommend that will benefit the Master of Arts Program and students in the future?"

I don't know if everyone is expected to complete

requirements in 12 months time but two years should be given to fully benefit from the masters degree program. It has been over 21 years since I was there. I'm not even aware of what the current program consists of.

Working out a degree program at the start. This would include an internship - a lighter load semester for when the thesis is written and a time frame for completion. A financial plan should be prepared at the same time.

No, in fact as we set up our MS/MA programs at this university, I attempted to pattern it after SHSU's program.

Allow 15 months for completion. Students without any graduate credit are put on a very tight schedule. Two seminars in summer session with writing requirements would provide greater flexibility in schedule. Seminars should be directed to comprehensive exam subjects.

More flexible class schedule.

The program has changed since my attendance and I am unfamiliar with the current structure.

The program is outstanding and professional. All students should be given 2 years to complete the program - particularly with the thesis requirement. I was exhausted and "burned out" when I finished and reported to duty at the United States Disciplinary Barracks. I had just completed a second Vietnam tour when I reported to graduate school. It was like having back-to-back combat tours.

The thesis subjects need to be more closely tied to the Army, even if just in focus or study.

Internship is less valuable to course work in relations to military career.

It's been 20 years, I'm sure many changes have been made over the years.

I am very high on the quality of the program as it was in school year 74-75.

Unknown. Too many years have passed.

In as much as I graduated in the early 1970s, I am not read in enough on changes taken in the past 19 years.

I believe the approach should be more in tune with the

real world. Recognize that the vast majority of those we convict chose crime because it is so rewarding and relatively easily. Our focus needs to be on isolating these people from society and helping their victims.

Keep the comprehensive examination, the thesis requirement, and demanding classroom work. They help to keep SHSU above those "give away" degree colleges that the Army has fallen in love with.

It is a totally outstanding program.

I was one of the first three to attend the program! The efforts of Dr. Killinger and the entire graduate staff to accommodate and educate us was extraordinary! The only suggestion I would have is that an officer be prepared to come to learn.

My comments here would be out of date, however, I felt that military personnel should not be permitted to use internship.

Its been too long a time since I experienced Sam Houston State University.

I was given a room in the library and went there each day like a job. It is worthwhile for students to use these rooms.

More involvement with the internship program.

The entire program was outstanding.

APPENDIX E

ANNOTATED BIBLIOGRAPHY

This appendix consists of an annotated bibliography of the theses submitted in partial fulfillment of the requirements for the degree of Master of Arts by the population of military police officers that graduated from Sam Houston State University on the Army's Fully Funded Advanced Civil Schooling.

Allen, Harold F. (1972). The Financial Impact of the Drunken Offender on the Criminal Justice System.

Explores effects of punitive and legal sanctions in controlling, reducing, and deterring the public drunken offender and the cost to the city of Dallas to invoke its sanctions. Considers alternatives to the present method of criminal prosecution of the drunken offender.

Andrews, Donald R. (1976). Drug Identification and Military Processing of Drug Offenders.

Explores initiatives taken by the federal government and Armed Forces to increase leadership in reducing the supply of illicit drugs, expanding prevention, treatment, rehabilitation, education, research and training, particularly among young people.

Benning, Robert M. Factors Related to Felony Recidivism in Texas. (1970).

Analyses a randomly selected group of recidivistic offenders to determine the relationship of the variables to the number of months the inmates were able to remain free of felony arrest.

Bordenet, John P. (1971). Treatment of the Public Drunkenness Offender in Texas.

Looks at the report by the special task force of the President's Commission on Law Enforcement and Administration of Justice and how its recommendations were accepted and implemented in Texas with respect to treatment of the public drunkenness offenders.

Bouley, Eugene E. Jr. (1971). Behavior of First Offenders During Their First Year In Prison.

Collects and analyzes data on inmates to determine if certain demographic characteristics, the inmate's criminal history, and institutional characteristics were related to the total rule violations committed by first offenders of the Ferguson Unit of the Texas Department of Corrections during their first year in prison.

Brown, Lynn F. (1974). Practical Behavior Modification for Correctional Officers.

Identifies task-relevant skills necessary for correctional officers to be effective and how these should be incorporated in training programs. Provides references, case histories, and personal examples of specific psychological concepts of behavior modification in inmates.

Burns, Frank L. (1970). Contemporary Social Conflict and Criminal Justice: An Exploratory investigation from the Perspective of Symbolic Interactionism.

Explores the relationship between social conflict evidenced by the "hippie" life style and the "Black Liberation" and the Criminal Justice System which have a high potential for dysfunction. Articulates a theoretical model for the Criminal Justice System that would social conflict.

Burns, Jerald C. (1972). An Analysis of Statewide Uniform Crime Reporting Systems.

Explores the comparative analysis by selected states of using Uniform Crime Reporting (UCR) systems. Provides recommendations and proposals for consideration during implementation of a system in Texas.

Burns, Jimmie L. (1978). An Analysis of Late-Model Commercial Autotruck Theft in Harris County. (1978).

Collects and analyzes data to show if stolen or unrecovered automobiles occurred more frequently in Harris County on the basis of such variables as type of vehicle, year model, manufacturer, make, and market class. Develops a descriptive profile of the passenger car and truck that is most likely to be stolen.

Casey, Andrew M. (1970). A Study of the Correctional Treatment Program at the Fort Dix Stockade.

Examines and compares the operations, adequacy, and management of the correctional treatment at the Fort Dix Army Stockade to Army Regulations and the Report of the Special Civilian Committee for the Study of the United States Army Confinement System.

Clements, Willis L. (1976). The Utilization of Helicopters in Law Enforcement.

Reviews evaluative research and surveys the use of helicopters in law enforcement agencies.

Cohen, Robert L. (1976). A Comparative Study of Pre-Service Correctional Officer Training Curricula.

Develops a central source for identifying the subject content of various federal, state, major municipal, and county pre-service correctional officer training programs.

Cook, Donald C. Jr. (1977). Hostage Negotiations - A Model.

Develops a general model of considerations and techniques for hostage negotiations based on a synthesis and understanding of the dynamics of human behavior.

Cooke, Joseph D. Jr. (1972). The Inmates' Evaluation of the Youthful Male First Offender Pre-Release Program.

Determines the attitudes of male first offender pre-release participant toward the pre-release program at the Ferguson Unit, Texas Department of Corrections.

Crittenden, John H. (1972). A Proposed Model Legislative Act to Establish a State Criminal Justice Data Center for Texas.

Discusses the criminal justice information and statistics system in Texas, the impact of project Search (system for electronic analysis and retrieval of criminal histories), and proposes a comprehensive criminal justice statistics system model for Texas based on federal guidelines.

DiGregorio, Anthony J. (1971). Self-Conceptions of Youthful Drug Offenders.

Determines the nature of differences in self-conceptions, if any, between youthful first offenders incarcerated for drug offenses who were also drug users and youthful first offenders incarcerated for non-drug offenses who were not drug users using symbolic interaction theory.

Doherty, Daniel A. (1974). Miller V. California: An Analysis of the June 21, 1973 Supreme Court Ruling on Obscenity.

Conducts an analysis of the Supreme Court ruling in Miller v. California by tracing the history of obscenity regulation in the US and examines the relationship between exposure to obscene material and criminal conduct.

Donovan, Charles F. Jr. (1973). To Keep and Bear Arms? A Study of Firearms Control.

Compares the arguments involving the issue of firearms control presently based upon ethical, emotional, or philosophical attitudes by reviewing federal firearms laws and related court decisions.

Dunn, Gregory M. (1973). State Lotteries: A Study of an Attempt at Decriminalization of Deviant Behavior.

Determines if state lotteries, as they are currently operated possess the potential to compete with illegal lottery operations and if legalization of this type of gambling solves any problems associated with deviant behavior in the form of illegal lotteries.

Durian, Ronald S. (1971). Inmate's Impressions of the Effect of Incarceration Upon His Family.

Determines the married inmate's impression of the effects of his incarceration, both negative and positive, upon his family's structure, relationships, and activities.

Foote, Robert D. (1974). Fingerprint Identification: A Survey of Present Technology, Automated Application and Potential for Future Development.

Determines the present level of technological advancement as applied to dactylography by providing historical developments, methods of usage, and an assessment of

problem areas and limitations involved in application of automation fingerprint technology.

Freimuth, Kenneth C. (1974). The Confidence Game in Houston, Texas.

Examines the confidence games played in Houston, determining the extent and types of perpetrators and victims of the game, and procedures used by selected law enforcement agencies to enforce laws prohibiting confidence games.

Golphene, Orval J. (1974). Alternatives to the Bail Bond System With Emphasis on Recognizance Release programs.

Evaluates the application and administration of pretrial release programs applicable in existing bail bond procedures in the US.

Goodwin, Warden W. (1972). Bail System in the United States: A Study.

Investigates the relationship between the bail bondsman and the criminal justice system with attention to recognizance release program, summons, and preventive detention.

Grossheim, Paul W. (1970). The Punitive Discharges: An Analysis of the Responsibility of the United States Army to Those Receiving Punitive Discharges.

Determines the extent a sample of punitively discharged Army personnel, who have subsequently committed crimes and are confined by the Texas Department of Corrections (TDC), significantly differ from those who have been released from the Army with Honorable discharges, also committing crimes, and are confined by the TDC.

Hahn, Charles D. (1977). An Evaluation of Job Perspectives Concerning Staff and Line Positions in Police Organizations.

Determines whether age, rank, experience, marital status, education, number of dependent children and current assignment of in-service police personnel impacts upon their staff-line preferences as they perceive themselves as different ranks: namely, patrolman, sergeant, lieutenant and captain levels.

Hensley, Allan L. (1973). A Descriptive Study of Criminal Justice Higher Education at Sam Houston State University.

Surveys graduates about job placement, utilization patterns, perception of institute's programs, adequacy of preparation for employment, and personnel procedures in their agencies.

Hobbs, Charles E. Sr. (1974). A Study of Police-Community Relations Problems in Large Metropolitan Areas.

Reviews the multi-varied controversies historically precipitating a chasm between law enforcement officers and citizens of large metropolitan areas. Determines measures used to bridge the gap existing between police and minority groups, youths, and many ordinary citizens.

Houseworth, Ronald (1977). Self-Esteem of Offenders Sentenced to the United States Army Retraining Brigade.

Determines the relationship of the self-esteem of military offenders between military status offenders and military criminal offenders.

Jarrell, Norman D. (1972). Correctional Officer Employment Stability as a Function of Attitude.

Determines factors having the most impact upon correctional officers attitudes.

Johnson, Jesse L. (1978). A Descriptive Profile of Seventy-three Females Convicted of Murder in Texas.

Provides a descriptive profile of the violent-prone female inmates currently incarcerated in the Goree Unit of the Texas Department of Corrections for murder.

Jones, Ronald E. (1977). Correctional Officer's Attitudes toward Managerial Behavior in the Texas Department of Corrections.

Determines the managerial style most characteristic of wardens and assistant wardens of the TDC as perceived by their correctional officers.

Karas, Donald S. (1975). A Social Dilemma: A Critical Analysis of a Course in Alcohol Education.

Evaluates a new course offered at the Institute of Contemporary Corrections and the Behavioral Sciences by measuring student's knowledge and attitude of the course.

Kent, Grover M. (1974). A Redefinition of the Police Role In Opiate Addiction.

Describes the evolution of opiate addiction and the subsequent identification of the police role in opiate addiction to include legislative and judicial decisions.

Lauderdale, Charles W. III. (1979). Counterterrorism - A Model for Department of Defense Personnel Serving Abroad.

Examines current counterterrorism, physical security, and personnel security doctrine. Presents a counterterrorism model for Department of Defense personnel operating in small units outside the United States without security forces.

Lohman, Thomas E. (1983). Inmate Population Dynamics at the United States Disciplinary Barracks.

Analyses the extent significance of rates of population changes at the United States Disciplinary Barracks.

Madden, Charles D. (1971). The Active Army Offender Incarcerated in the Texas Department of Corrections.

Establishes a population profile of the active Army offender convicted of a civilian felony offense and incarcerated in the Texas Department of Corrections.

Maloney, John W. (1971). The Role of the Presentence Investigation in Texas Probation.

Determines the development, utilization, and status of the presentence investigation in Texas.

Martin, John T. III. (1977). An Examination of Some Inter-Disciplinary Relationships Between the Professionals Involved in Child Abuse and Neglect Case Management in the Military Community.

Identifies some inter-disciplinary problems involved in a multi-disciplinary team concept handling the specific

medical social problem posed by child abuse and neglect case management in the military community.

McCotter, Orson L. (1970). Detainers and the Correctional Process in Texas.

Presents a descriptive analysis of the use of detainers with emphasis on handling, processing, legal aspects, and the impact on the correctional process in Texas.

McInnis, William L. (1975). A Study of the Federal Aviation Administration's Patrol/Detector Dog Program.

Examines the use of dual trained patrol/explosive detector dogs employed by the Federal Aviation Administration at twenty major airports in the United States.

Meyer, John G. Jr. (1975). The Police Informer: A Management Model

Develops a set of standard procedures to increase the efficiency and behavioral control of informers and simultaneously preserves the integrity of the officer and the agency.

Miksic, Terry L. (1978). Arson: A Dilemma for the Criminal Justice System.

Examines the trends, current thinking, practices, and problems of arson investigation within the criminal justice system.

Mitchell, Randall R. (1974) A Descriptive Study of the Military Police Duty Officer Position.

Examines the responsibilities of a typical military police duty officer's position and determines the adequacy of classroom training, on-the-job training and periodic refresher classes in preparation for that position.

Moe, Dale R. (1971). Case Reviewer on Automobile Search and Seizure for the Texas Law Enforcement Officer.

Provides the law enforcement officer in Texas a far-ranging guide to assist in the apprehension and successful prosecution of law violators by making a

systematic analysis of the basic search and seizure law and specifically automobile search and seizure.

Mosley, Artis B. Jr. (1970). The Policeman's Role in the Rehabilitation Process.

Determines the contributions made by police towards rehabilitating adult offenders and the potential for broadening the scope of police officer use in the criminal justice system.

Needham, James P. (1976). Neutralization of Prison Hostage Situations - A Model.

Develops a model of considerations, policies, and procedures used by prison administrators in coping with hostage situations.

O'Malley, Thomas A. (1973). The Emerging Conflict Between the News Media and Corrections.

Determines the apparent causes of conflict between the concept of freedom of expression and those charged with the responsibility of administering correctional facilities.

Parrott, Leon F. (1974). The Relationship of Socio-Economic Status to the Occurrence of Juvenile Delinquency.

Reviews and analyzes post 1940's United States' socio-economic influences upon delinquency.

Paterson, Theodore B. (1975). Intra-Prison Disciplinary Procedures.

Identifies the intra-prison disciplinary procedures employed by various states and to compare such practices with the 1973 report on corrections by the National Advisory Commission on Criminal Justice Standards and Goals.

Pinkerton, Billy B. (1970). A National Data Bank for the Criminal Justice System: Its Pros and Cons.

Describes a variety of problems associated with the development of a computerized criminal justice data bank at the national level.

Pitts, Walter E. Jr. (1971). The Relationship Between Intelligence and Criminality Among Women.

Examines the relationships between intelligence levels and certain variables of behavior pertaining to female inmates incarcerated in the Texas Department of Corrections.

Pomager, Richard A. Jr. (1973). The Receiving/Diagnostic Process: A Descriptive Study.

Determines the procedures used by state correctional systems for receiving/diagnosing committed individuals.

Price, Jerry S. (1973). Organized Crime and Gambling in the Bahamas: A Model.

Devises a descriptive sociological model for city and county law enforcement agencies to use as an adjunct to ongoing crime prevention programs concerned with illegal gambling.

Rabb, Larry L. (1974). Arguments For and Against the Legalization of Abortion.

Explores the definitions, assumptions, and perspectives of arguments for and against the legalization of abortion to include an analysis of the Supreme Court ruling on abortion.

Ray, Webster D. (1975). The Applicability of Public Relations in Correctional Administration.

Determines the applicability of public relations in correctional administration by testing the knowledge of citizens concerning corrections and outlining considerations in formulating public relations programs for corrections.

Sanders, Rabun C. Jr. (1970). Prisoners' First Amendment Rights Within the Institution.

Reviews the court's increasing scrutiny of restrictions by correctional authorities on inmates' first amendment freedoms, examines the remedies available to inmates when such rights are unnecessarily denied. Determines alternatives available to correctional authorities, so prisoner rights can be protected and at the same time

eliminating unfounded and harassing complaints by prisoners to courts.

Schneeweis, Harold N. (1972). Drug Abuse - Its Relationship to Criminality.

Provides an analysis of the relationship existing between drug use and the commission of criminal acts. Ascertains empirically whether the commission of criminal acts by drug offenders is attributed to the pharmacological effect of such widely abused drugs as marijuana, the opiates, barbiturates, and other abused substances.

Schroeder, Larry D. (1976). A Descriptive Study of Fraudulent Checks: An Investigative Model.

Evaluates the respective roles of merchants, banking institutions, and law enforcement agencies in relation to fraudulent check crime. Determines why consumers are not made aware of the extent and cost of fraudulent check crime.

Shannon, Douglas (1972). The Insanity Issue in Criminal Proceedings.

Examines the evolution of the insanity issue in the United States, Determines the nature of the test of criminal responsibility and the principal areas of agreement and disagreement.

Siegrist, George E. (1972). The Value and Use of Presentence Reports in Federal Probation.

Determines the predictive validity of variables contained in the offender's social history usually found in the presentence report and evaluates the use of presentence reports in sentencing to probation.

Sowle, Peter H. (1972). Urban Jail: Circumventing External Barriers to Reform.

Determines procedures and practices employed across the nation to combat the urban jail crisis and makes visible criminal justices practices, outside the sphere of responsibility and influence of jail administrators that bear directly on the problem inherent to larger urban jails.

Starr, Donald J. (1972). Intelligence Testing in Correctional Institutions: A Study.

Reviews the testing procedures of the Texas Department of Corrections and evaluates the performance of inmates on several different intelligence tests.

Stracensky, Gary C. (1971). Texas Jails - Problems and Reformation.

Provides a statistical analysis of the status of jails and inmates populations in Texas and formulates and proposes recommendations to make adequate misdemeanor correctional facilities and inmates services available to all counties.

Sudnik, Michael P. (1975). Police Discretion: The Issue of Consensus.

Evaluates the community's perceptions and opinions of the many aspects of police discretionary powers.

Tracy, Robert G. (1970). A Study of the Relationship Between Military Service in the Armed Forces and Criminality.

Makes an evaluative comparison of veteran and non-veteran felons incarcerated in the Texas Department of Corrections and considers influences of military service on subsequent criminal behavior.

Turi, Robert T. (1972). A Descriptive Study of Aircraft Hijacking.

Includes the number of skyjackings, types of weapons, type of aircraft, skyjackers' identification, personality, emotional nature, disposition, and preventive measures instituted by the government and airline industry.

Valieant, John H. (1971). The Mentally Ill Offender in Texas.

Examines, analyzes, and evaluates the application and administration of the laws, regulations, and rules affecting the procedures and processes relative to the trial commitment, hospitalization, and disposition of offenders declared criminally insane or mentally ill.

Wagner, Dwayne D. (1987). A Modified Replication of the 1970 Report of the Special Civilian Committee for the Study of the United States Army Confinement System.

Examines how prisoner unrest, violence, and a lack of control resulted in Congress demanding an investigation of the Army Confinement System by a civilian committee and reviews the Army's reaction to the committee's recommendations.

Westerberg, James F. (1974). The Relationship Between Drug Use and Prostitution.

Determines factors that precipitated the relationship between drug use and prostitution and which one is dependent on the other.

Wetzel, William J. (1976). Descriptive Profiles in Formal Education, In-Service Training, and Administrative Development at the Captain, Deputy Chief, and Chief of Police Levels of the Houston, Texas Municipal Police Department.

Determines if the education levels of police officers at each rank impacted in the selection process for promotion. Compares the policies of the Houston Police Department with other major municipal police departments.

Wheeler, James E. (1971). Factors Related to Felon Mobility in Texas.

Determines the extent of interstate and intrastate mobility of Texas felons.

White, William C. Jr. (1975). Effect of the Wife on the Drinking Behavior of the United State Army Officer.

Analyzes selected social and personal variables and their relationship to the differential levels of drinking by officers of the United States Army.

Whitehead, Charles L. (1975). Adult Parole in Texas: The Decision-Making Process

Determines if the existing process of parole release decision-making in Texas supports the purposed of parole.

Wilder, John D. (1971). Compensation For Victims of Crimes of Violence: A Study.

Analyzes the role of the victim in the criminal justice process from an historical and a contemporary view.

Willey, Frank G. Jr. (1972). A Survey of Efforts in the Testing and Treatment of the Mentally Retarded Adult Male Offender.

Determines the prevalence, extent and nature of intelligence testing and special treatment programs for the mentally retarded in state correctional system.

Wollmering, Lawrence E. (1974). Women's Liberation and Change in the Texas Criminal Justice System: A Prospectus on Cause and Effect.

Determines the impact Women's Liberation Movement had on female criminal justice practitioners.

Youngs, Raymond R. (1983). A History of U.S. Army Corrections.

Examines the history, starting in 1784 with the establishment of the first Federal Army, and concluding with the Army Correctional Program of the 1980's.

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